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ABSTRACT

This document is the presenter's guide to SO 008 871. The document is the result of three and one-half years of effort to improve social studies in the secondary schools in Iowa. Perspectives, part one of the two-part series, presents information and background to aid in the reform, innovation, and evaluation of social studies programs. This supplement is designed to stimulate collective teacher use of Perspectives as a one-semester inservice training and curriculum revision program. The guide includes a short orientation to Perspectives and provides a brief summary of the content and methodology of the handbook. The bulk of the guide deals with the task of plugging a specific content area into Perspectives' methodological and analytical framework as a prototype for further curriculum revision. The content focus is limited to law-related education for a K-12 curriculum. The units focus on planning a program, the incorporation of objectives, questioning, values, inquiry, simulation, evaluation, and analytical perspectives. A series of appendices conclude the document. (Author/JR)

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PRESENTER'S GUIDE

TO

PERSPECTIVES
(Law-Related Education)

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May, 1975

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TABLE OF CONTENTS

Page

Introduction 1

An Orientation to Perspectives 3

Organization of Perspectives 9

An Orientation to the Presenter's Guide 16

An Organization of the Presenter's Guide 21

Objectives of the Presenter's Guide. 35

Session 1: Planning a Program 39

Session 2: Objectives--Chapter I. 49

Session 3: Questioning--Chapter II. 57

Session 4: Values--Chapter III. 69

Session 5: Inquiry--Chapter IV. 89

Session 6: Simulation--Chapter V. 97

Session 7: Workshop Evaluation--Chapter VI (Part A) 105

Session 8: Evaluation and Instruction--Chapter VI (Part B). . . .121

Session 9: Analytical Perspectives--Chapters VII-IX 127

Appendices

Appendix A: Questionnaire on Teaching. 135

Appendix B: Exercise 1 (Experience). 139

Appendix C: Objectives Exercise. 141

Appendix D: Behavior Specification 143

Appendix E: Sequencing Instruction 147

Appendix F: Affective Test Construction and Analysis 153

Appendix G: Examination--Session 1-7 (Law-Related Education Workshop) 159

Appendix H: What Is Your EP? 169

Appendix I: Implications 173

INTRODUCTION

By January 31, 1975, some 4,000 individual copies of *Perspectives: Social Studies 7-12* were placed in the hands of most secondary social studies teachers in Iowa. This dissemination represents the culmination of a three and one-half year effort by the author and the Department of Public Instruction to improve the way social studies is taught in the secondary schools of Iowa.

Part I of *Perspectives* treats the pedogogical moves associated with objectives, questioning, valuing, inquiry, simulation and evaluation as "Methodological Perspectives" which are necessary prerequisites for meaningful curriculum change. As a change model, Part I of *Perspectives* is designed to whet the teacher's appetite for the "new" social studies and to create a climate of opinion conducive to district-wide curriculum revision. The assumption underlying Part I of the handbook is the contention that experience, analysis and application of the content and methods of the new curricula can, if it is used reflectively, change teacher behavior patterns.

"Analytical Perspectives," Part II of the handbook, is designed to aid teachers individually or collectively to systematically analyze key aspects of the total school curriculum. The assumption underlying Part II of *Perspectives* is that analysis of teacher behavior, curriculum materials, and school district programs will provide the parameters within which curriculum change can take place.

Part III, "Implementation Perspectives," is designed to coalesce this curriculum experience and analysis into a workable curriculum revision program. The ten step curriculum revision model that makes up Part III will provide the teachers of Iowa an opportunity to apply their experiences and theoretical backgrounds to curriculum revision in their own classes and school districts.

Part IV, "Resource Perspectives," provides the kind of up-to-date resources necessary to support and maintain a vibrant social studies curriculum in the schools.

The problem being addressed in this *Presenter's Guide* does not treat *Perspectives* as an educational product, but rather its concern is with the extent to which *Perspectives* brings about the change it advocates. *Perspectives*, as it is presently written, is designed for use by individual teachers working in their own classrooms.

This supplementary *Presenter's Guide* is designed to stimulate collective teacher use of *Perspectives* as a semester-long inservice training and curriculum revision program. The potential for change is greatly increased if teachers can form into task-oriented action groups with the interaction, encouragement and mutual support that collective behavior provides. The guide will include a short orientation to *Perspectives* and provide a brief summary of the content and methodology of this handbook. The bulk of the

guide, however, will deal with the task of plugging a specific content area into *Perspectives'* methodological and analytical framework as a prototype for later more extensive curriculum revision. The initial content focus will be limited to law-related education but the scope of treatment will be expanded to include the entire K-12 curriculum. It is hoped that this initial treatment of one social studies area will be followed by an equally systematic treatment of the others.

AN ORIENTATION TO PERSPECTIVES

Educators pay lip service to the fact that people "learn by doing," but rarely do they apply the principle to themselves. If school administrators and teachers are to make sense out of the curriculum reform movement, they must begin to utilize the products and processes of the movement. Through the systematic use of the new materials, educators in Iowa can develop the criteria to analyze, evaluate, modify and incorporate the content and methods of the "new" social studies into their school programs as alternatives to what is presently being done. If this implementation can take place, teachers will capture the spirit of an age and continue into the 1970's the momentum of curriculum reform started in the 1960's.

Assumptions

The purpose of *Perspectives* is to provide the teachers of Iowa with the necessary background to revise their school curriculum. Impetus for curriculum change has not come from programs based on traditional curriculum assumptions which were limited in their scope to the products of learning. Before the poor curriculum-poor teaching-poor curriculum cycle can be broken, curriculum assumptions must be broadened to include the process of learning and the creative involvement of teachers in these processes. *Perspectives* is based on the following new or revised assumptions about learning and curriculum change:

1. Meaningful curriculum revision cannot take place without a similar revision in the attitudes and teaching behaviors of the people who use it.

2. The degree to which the new project materials are used in the schools is the degree to which the project content and methodology become viable alternatives to what is presently being used.

3. At this moment the most efficient use of teacher time in curriculum revision precludes the development of teacher-made materials. Instead, teachers should be encouraged to analyze, evaluate, select, and adapt what is valuable from the existing pool of curriculum resources.

4. Scope and sequence in curriculum should be conceptually based, rather than be based on geographic regions or historical chronology.

5. The use of new curriculum and the subsequent incorporation of inquiry based methodology will allow teachers to be the change agents in curriculum. By continually selecting new materials which support a process-based curriculum, the teacher can truly

5. (cont.)

become the dynamic component within the curriculum. This will shorten the "thinker to pupil chain" that has always separated what is happening on the frontiers of knowledge and what is being taught in the schools.

6. *Perspectives* will be effective in preparing for curriculum change if it is supported by innovative curriculum materials, by dedicated teachers and administrators, and by communication feedback from students, colleagues and the community as a whole.

Rationale

School visitations as well as recent literature in educational journals demonstrate that the federally financed curriculum efforts of the 1960's are not being implemented in the schools. The project developers who authored the "new" social studies were very adept in the research and development phases of curriculum change but once the projects were completed they ignored the very important phases of dissemination and implementation. The potential value of these new social studies projects as curriculum alternatives can be seen in the variety and scope of the materials now available for classroom use. As valuable as the products of the reform movements are for innovative classroom teaching, the processes used by the reformers in developing, designing and evaluating their materials may prove to be the most valuable contribution of the new social studies. The processes underlying the student materials force the students to take an active role in their own learning. In a like manner, the processes underlying the teacher materials force a reversal of the traditional teaching role. Used in tandem, the new student and teacher materials can provide better social studies content for the classroom, and at the same time, can be powerful instruments in changing the behavior of the people who use them.

General Objectives

The purpose of Part I of *Perspectives* is to provide teachers experience in using the instructional processes of goal specification, questioning, valuing, inquiring, simulating, and evaluating to improve learning in their own classrooms. This general goal orientation presupposes that teachers will be able to answer the following broad questions, and through the process of answering them, come to know and to value:

What should be taught?
What constitutes thinking?
What should be valued?
What sustains an open learning environment?
What aspects of instruction can simulate reality?
What is necessary to determine if learning has taken place?

Informational Objectives (Cognitive)

In answer to the question, *"What should be taught?"*

1. Participants will be provided examples of performance-based objectives and be required to categorize the objectives according to the following classifications: Student Role Orientation; Levels of Thought; Domains of Response and Structure.

2. Participants will be provided examples of performance-based objectives and will be required to transform these objectives into test items that measure their intended behaviors.

3. Participants will be provided examples of objectives at the information or knowledge level and be required to rewrite those objectives into objectives that require higher level thought processes as outlined in the taxonomies of educational objectives.

In answer to the question, *"What constitutes thinking?"*

4. Participants will be provided a familiar social science concept and the subject matter content suitable for teaching the concept. They will demonstrate their ability to write generic questions by sequencing them according to the three cognitive tasks outlined in the Taba Model.

5. Participants will be provided a list of question categories and a series of oral classroom questions. They will demonstrate their understanding of Parsons' Schedule "A" by matching the category system to the questions.

6. Participants will be able to write each of Parsons' Schedule "B" response categories following a hypothetical student remark which would call for designated responses.

In answer to the question, *"What should be valued?"*

7. Participants should recognize the need for affective development on the part of students and be able to list worthwhile intellectual, public, and personal values.

8. Participants will be provided the names of various approaches to values education and demonstrate their understanding of the approach by listing weaknesses unique to each.

In answer to the question, *"What sustains an open learning environment?"*

9. Participants will be able to infer from the various student role orientations of teachers, the type of inquiry implied in each orientation and match the two using the number of teacher cues as criteria.

10. Participants will be provided an outline of the Suchman Model of Inquiry and a description of a teaching sequence. They will demonstrate an understanding of each component of the model by assuming the role of a student in the example and describing the process of inquiry the student goes through.

In answer to the question, *"What aspects of instruction can simulate reality?"*

11. Participants will be provided with an outline of the various structural components of a simulation and fill in the outline with appropriate examples from one of the simulations treated in the workshop.

12. Participants will be able to describe appropriate teaching strategies to implement simulation, varying the strategies according to the differing teacher roles required in the game introduction, in the actual game activity, and in the final game debriefing.

In answer to the question, *"What is necessary to determine if learning has taken place?"*

13. Participants will acquire and be able to demonstrate a repertoire of teaching strategies and be able to use those strategies within the limits of sound teaching theory.

14. Participants will recognize the functional relationship between objectives and evaluation by being able to match specific objectives with the test items that measure them.

15. Participants will be able to judge the evaluation instruments used in *Perspectives* and criticize them in terms of such instructional components as: objectives, assessment, activities, implementation, evaluation, and hidden components.

Informational Objectives (Affective)

As a result of using *Perspectives*:

1. The participants will value a learning climate which promotes inquiry in the classroom. They will demonstrate this through a preference for a climate which permits the use of:

   a. Student-centered activities
   b. Audio and visual aids
   c. Simulation and role playing
   d. Newspapers and magazines

1. (cont.)

   e. Evaluation measuring student attitudes
   f. Higher level classroom questions
   g. Lessons which challenge student beliefs and attitudes

2. The participants will value a learning climate which promotes inquiry in the classroom. They will demonstrate this through less frequent use of:

   a. Teacher-dominated classroom discussion
   b. Teacher lectures
   c. Recitation on textbook readings
   d. Evaluation for the sole purpose of grading students

3. The participants will feel less threatened by student activity in the classroom and be more comfortable with methods which promote:

   a. Group work, debate, and managed student conflict
   b. Student involvement in lesson planning
   c. The freer flow of ideas and feelings in the classroom
   d. Student to student interaction
   e. A stimuli rich classroom environment

4. The participants will be more inclined to take an interdisciplinary approach to learning by selecting curriculum:

   a. Which stresses student activity
   b. Which emphasizes the development of thinking skills
   c. Which deals with persistent social problems
   d. Which treats concepts as tools for student thought
   e. Which deals with the models used by the social scientist to understand his world

Informational Objectives (Skill)*

By completing the application sections of each workshop theme participants will not only understand and value these methodological perspectives they will be able to use them to carry out the curriculum revision mandates of Parts II and III of *Perspectives*.

1. Participants will be able to use linear models as tools in the classification and interpretation of data.

2. Participants will be able to use cybernetic analysis to look at complex systems of human behavior.

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*These are the only objectives that will not be evaluated formally in the program. Because they are skills, the participants should be evaluated throughout the course on their repeated attempts to apply the skills.

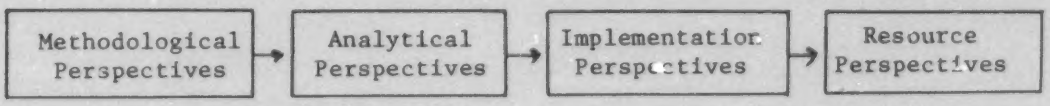
3. Participants will be able to apply cybernetics to the learning process and be able to incorporate systems management techniques in improving instruction.

ORGANIZATION OF PERSPECTIVES

One of the reasons for the lag in our school curriculum is that education is not viewed as an integrated process of instruction. Teachers often see their own individual classroom in isolation from the broader social context of which it is a part. This myopic view of education cements teachers into a traditional posture which blinds them to the myriad of forces that are operating to change the school curriculum. In this traditional posture, the teacher will seldom develop a conceptual grasp of the processes of instruction. By failing to grasp education as "instructional process" the teacher will be unable to consider the wide range of instructional alternatives that are available. The teacher will be unable to see the interrelatedness of isolated classroom experiences to the broader instructional process of which it is a part. Education is a system, but before it can operate as a system the teacher must be able to reduce education into its component parts and come to grips with the relationships that tie the system together.

A model is a simplification of reality which allows the observer to see the structural relationships between the component parts of anything and its whole. Model building is necessary in education, for if teachers are to grow in the profession they must develop an experimental posture toward teaching. In that posture they will make and test hypothesis about instruction and constantly re-evaluate teaching in light of their findings. It is this experimentation which will allow the teacher to become the change agent in the instructional process and not only close the gap between theory and practice, but develop new educational theory better suited to the educational needs of today and tomorrow.

The model of curriculum revision underlying *Perspectives* could be simplified into four components. It is a linear model because each component of the model builds on the one that came before.



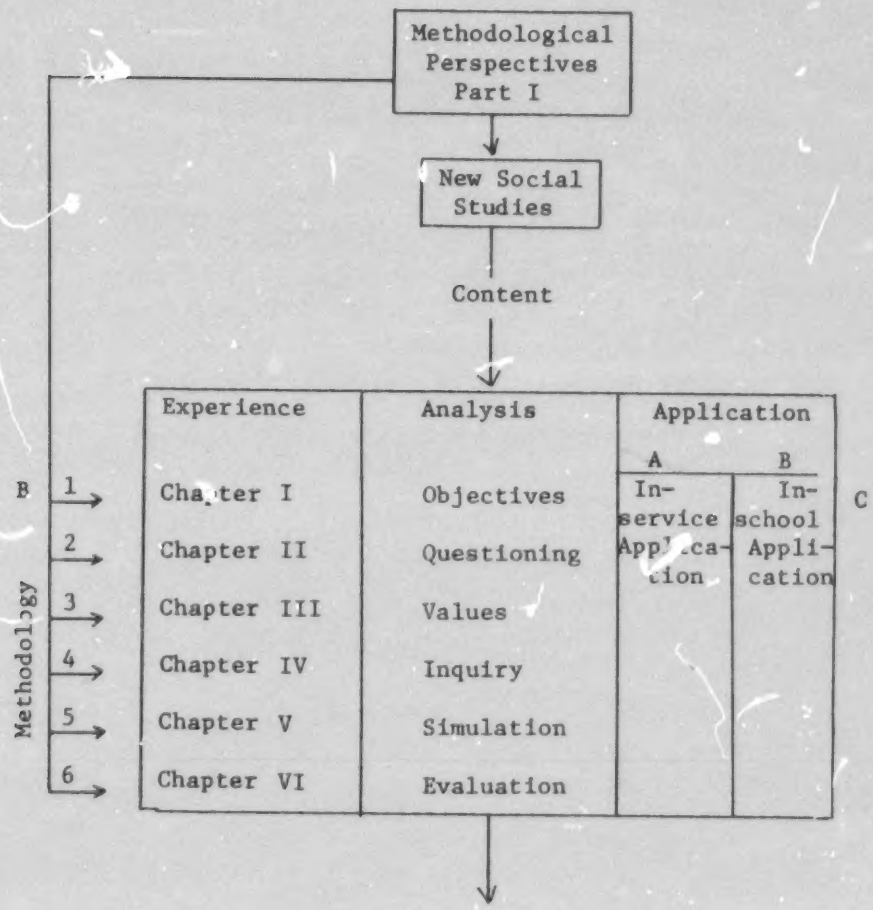
In the first component of the model, teachers utilize the content and methodology of the new social studies in a format designed to develop new perspectives about teaching. In the second component of the model, teachers bring these new perspectives to bear on their own curriculum and analyze it in terms of how well it meets the needs of the students in their schools. The third component of the model assumes that the teachers will initiate curriculum reform, and it not only provides a framework for change, it points out the problems that can be anticipated while undergoing a district-wide curriculum revision. The final component of the model provides support systems to aid the actual curriculum revision that takes place.

I. Methodological Perspectives

The purpose of Part I, "Methodological Perspectives," is to provide encounters with the content and methodologies of the new social studies so that teachers will interact with model curricula. Through the analysis of these encounters, the teacher will develop a way of thinking about learning which will promote better social studies content, improved teaching strategies, and a more stimulating learning environment. The experience and analysis of various ideas, theories, constructs, and ways of thinking about curriculum will be followed by their application in the teacher's own classroom.

FIGURE 1 presents the internal organization of Part I and the various components that make up the section.

FIGURE 1



A. The new social studies provide a rich curriculum base which supplies much of the content utilized in *Perspectives*. Many of the activities used in Part I are taken directly from project materials that now exist. These materials serve two functions: first, they introduce teachers to the types of curricula that are available and second, they illustrate the methodological themes that make up the inservice aspects of the program.

B. The change model used in *Perspectives* embodies the "learning by doing" principle. The model is based on the assumption that the best way to learn the content and methodology of an exemplary curriculum is to experience it. The educational theory used to analyze the experience will be functional because it is related to the teacher's actual classroom setting and evaluated in terms of meaningful student learning. The Experience, Analysis, Application model is designed to change teaching perspectives through the utilization of the content and methods of the new social studies. With this content and methodological background the teacher can become the change agent in curriculum. Each of the six methodological themes are treated through interrelated chapters that build one on the other. The chapter themes represent a total learning system leading to an increasingly sophisticated level of involvement on the part of teachers.

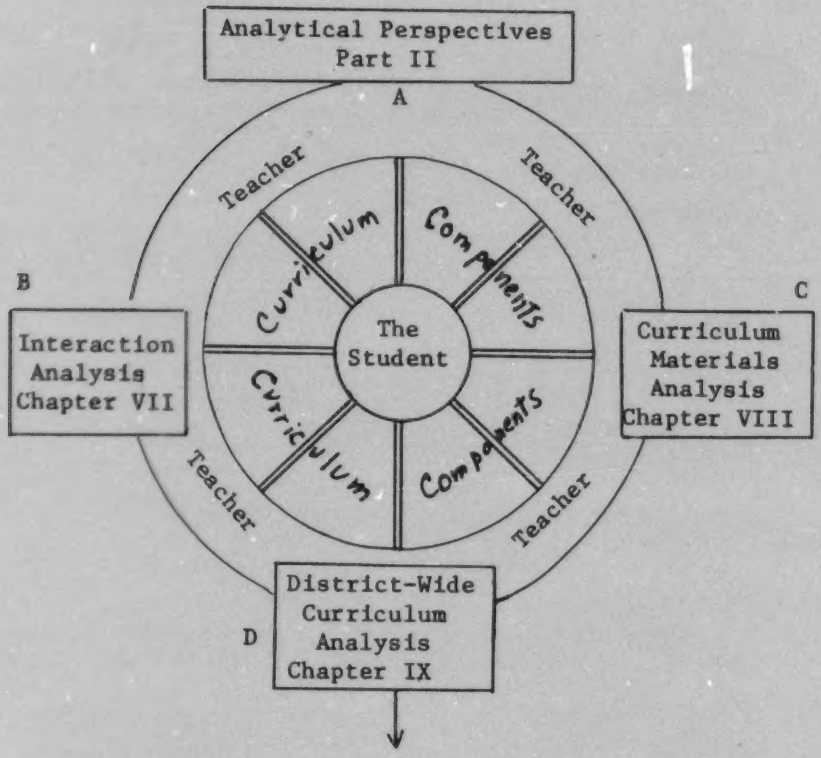
C. The structure of the program begins in Chapter I with a treatment of educational "Objectives" within the broader context of sound educational planning. Chapter II on "Questioning" and Chapter III on "Values" underscore the need to treat cognitive, affective, and skill objectives so that students reach higher levels of thinking and valuing in the classroom. Chapter IV on "Inquiry" and Chapter V on "Simulation" treat alternative ways of looking at learning and curriculum, all designed to move the teacher toward a more systematic and consistent philosophy of education. Chapter VI on "Evaluation" provides an already sensitive teacher with tools to answer the how, when, where and why questions of learning. Evaluation becomes more than a way of grading students; it becomes a tool which will allow teachers to utilize past learning toward the improvement of present and future learning.

II. Analytical Perspectives

Better social studies content, improved teaching strategies, and a more stimulating learning environment will increase teacher sensitivity to good curriculum. The purpose of Part II, "Analytical Perspectives," is to look at the components of curriculum and to determine how they influence the type of learning that takes place in the schools. FIGURE 2 presents the internal organization of Part II and the various components that make up the section.

FIGURE 2

Analytical Perspectives
Organization Part II



A. In her book, *Strategies for Planned Curricular Innovation*, Teachers College Press, Columbia University, New York, 1970, Marcella Lawler has organized curriculum into a model showing the relationship between the student, the curriculum, and the teacher. Lawler's use of a wheel as an analogy for curriculum places the teacher, the various components of curriculum, and the student into perspective. The outside rim of the wheel is the teacher who mediates between what is happening in the world and what takes place in the classroom. The Methodological Perspectives of Chapters I-VI strengthens the teacher's mediating role in the learning process. The spokes of the wheel are its supports in the form of instructional tools which the teacher uses to change student behavior. Part I of *Perspectives* introduces these tools while Part II insures that the teacher can interrelate all of the instructional sub-components into worthwhile social studies programs. The hub of the wheel is the student around which the entire curriculum turns. Student behavior is the focus of Part II as it is reflected in each of the analysis systems used in Chapters VII-IX.

B. Interaction analysis can provide systematic and quantitative feedback on student and teacher behavior in the classroom. Chapter VII will provide techniques to map this behavior and will help teachers develop their own instruments of analysis. Interaction analysis will help teachers close the gap between what they know to be true about learning and what takes place in their day to day teaching.

C. Because of the scope, variety, and expense of project materials, it is necessary that teachers have the criteria to make wise curriculum choices. Chapter VIII provides for the type of systematic curriculum analysis which is vital if schools are to have sound social studies content embodied in worthwhile instructional materials.

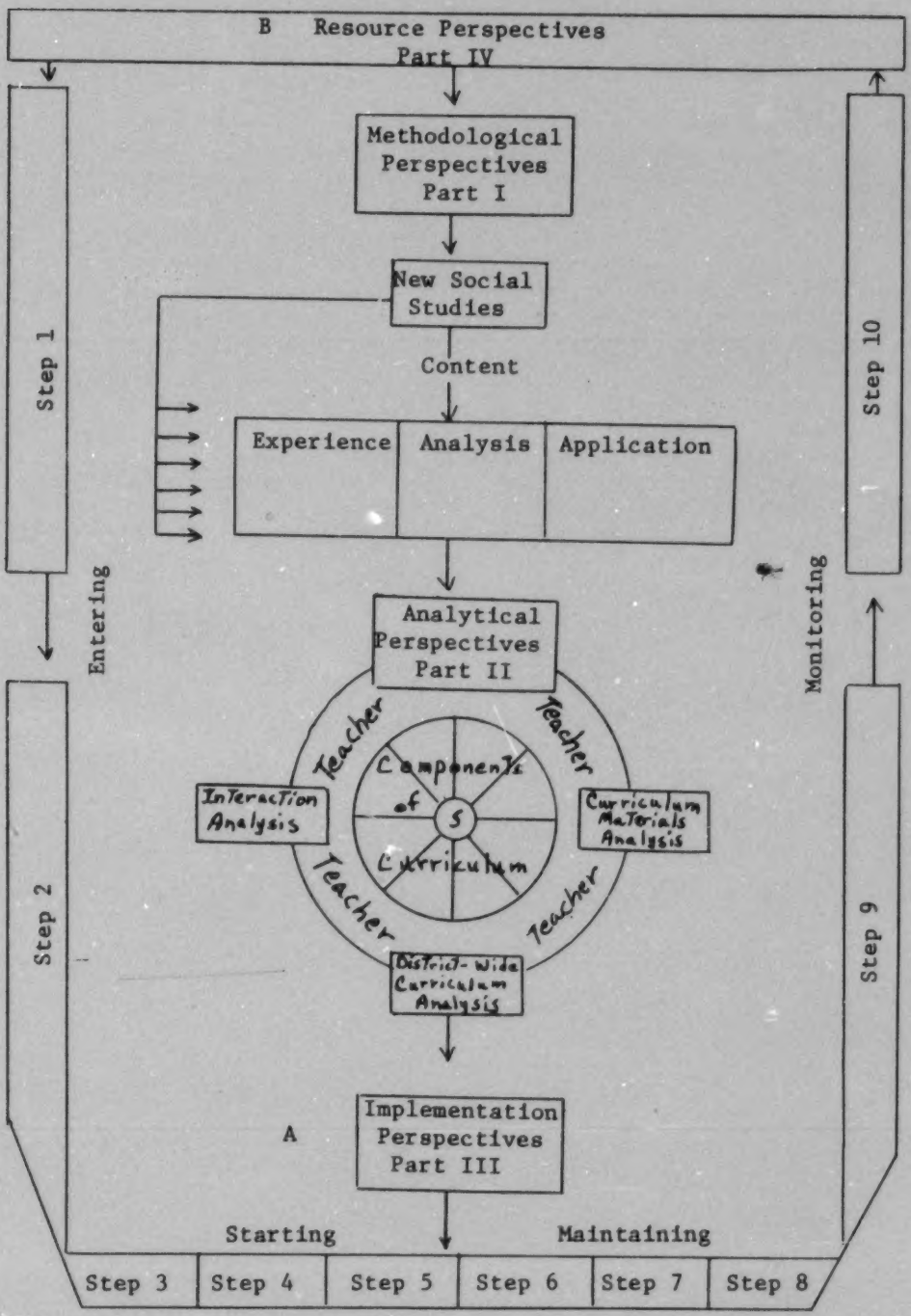
D. If *Perspectives* is effective in changing teachers as individuals, it will have little impact on the total curriculum unless collective teacher and administration action is taken. Chapter IX is based on a district-wide curriculum analysis which will point out the weakness of the existing curriculum and provide criteria to follow in the curriculum revision which should logically follow.

III. Implementation Perspectives

The purpose of Part III is to weld the teacher's methodological and analytical perspectives into an active curriculum revision. Part I and II of *Perspectives* could be considered support systems for curriculum change in that they influence both teaching behavior and curriculum norms. It would be unrealistic to think, however, that the teacher and the curriculum are the only normative influences in the schools. Some norms work against change. Barriers to change are associated with overcrowded classes, non-teaching duties, poor facilities, limited finances, and the lack of administrative and community support. In most school districts the rewards of the system accrue to those who maintain the status quo. To overcome inertia and to enliven the "comfortable" curriculum, change must be purposeful, systematic and planned. FIGURE 3 presents the internal organization of Part III and Part IV of *Perspectives*. Parts III and IV are treated together because of their close supportive relationship to Parts I and II.

FIGURE 3

Implementation - Resource Perspectives Organization Part III and IV



A. Implementation Perspectives establishes a comprehensive ten-step curriculum revision program providing guidance for the entering, starting, maintaining, and monitoring phases of curriculum revision. Although the entering strategies are a self-contained portion of the revision program, Step 1 and Step 2 are a natural outgrowth of Part I and II of *Perspectives*. The starting strategies are based on a problem-solving approach to curriculum change in which selected materials undergo limited field testing and evaluation. During the maintaining strategies teaching trials are expanded and the resulting courses are formalized and disseminated throughout the entire school system. The monitoring phase of the process is concerned with keeping the curriculum flexible and up to date.

B. The information included in the Resource Perspectives provides an up-to-date resource guide to supplement the type of curriculum change envisioned in *Perspectives*. Resource Perspectives have been used throughout; first, as they relate to the new social studies which provided input into the program, and second, as resources used to support the type of experimentation and implementation envisioned in Part III.

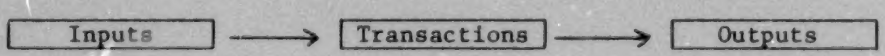
AN ORIENTATION TO THE PRESENTER'S GUIDE

Stated in its broadest terms the goal of *Perspectives* is to aid the teachers of Iowa in the ultimate revision of their social studies curriculum. This goal is partially served by the present format of *Perspectives* which allows its use by individual teachers. The format is realistic given the limitations on teacher time and the demands made by their crowded workday schedules. The present format takes these limitations into account. Yet an alternative format permitting the use of *Perspectives* by groups of teachers would greatly enhance its impact. Under the design suggested in this guide, groups of teachers can use the same teaching themes, outlined for the individual teacher, in a format conducive to group inservice work. The inservice format has the advantage of involving teachers collectively in the difficult task of curriculum revision. The inservice format should insure wider involvement and, in turn, have a greater impact on social studies instruction in Iowa schools.

The flexibility of using *Perspectives* as an inservice program by groups of teachers increases the potential of *Perspectives* as a teacher training and curriculum revision tool. As an ideal, a complete revision of social studies curriculum has a great deal of appeal. As a practical matter, however, it makes better sense to carry through a limited revision based on a specific area of the curriculum that needs attention. A limited revision could then become a prototype for addressing other more inclusive areas of the curriculum that need change. A limited application would have two additional benefits: the first benefit being a specific content orientation which is presently lacking in the application "B" sections of *Perspectives*, and the second benefit being the reality of a *Presenter's Guide* to *Perspectives* which forces teachers to deal with a legitimate and manageable educational concern. This problem focus assumes that teachers can read *Perspectives* on their own for a general background, thus freeing the guide and the inservice program it treats, from needless duplication of activities. This content focus will provide the inservice programs a task orientation they might otherwise be lacking. It will also allow the revision process to involve elementary as well as secondary school teachers.

Program Methodology

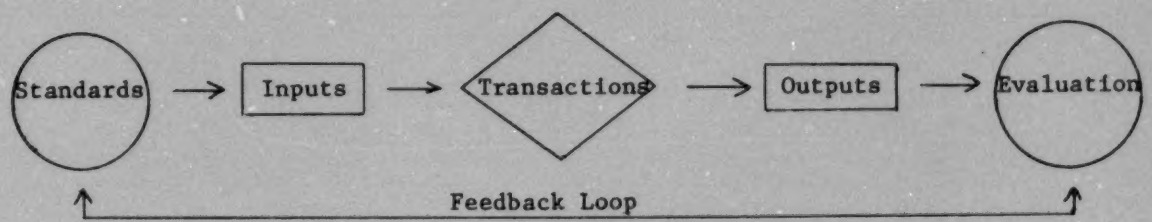
The methodological perspectives of objectives, questioning, values, inquiry, simulation and evaluation will be organized into a model of instruction which will be equally suitable to the development of a single lesson plan, or to the development of a year-long course of study. The model which follows is similar in design and function to the model used to organize *Perspectives*, but it uses computer terminology and can be applied to a great number of process-related activities.



When applied to the instructional process, the inputs could represent the blend of time, space, materials and personnel that go into instruction. The

transactions could be the interactions of all of these inputs in daily school encounters. The outputs could be the amount of learning measured in behavior change that has taken place as a result of the instructional process. This model, like the one used in *Perspectives*, shows the interrelatedness of each of the model components and indicates the functional relationships that exist between them.

The instructional model used in the *Presenter's Guide* will take this linear model one step further by adding the two components necessary to make it a cybernetic system of analysis. A cybernetic model has a linear base similar to the model presented above and helps explain how change in one of the instructional components will affect change in the others. In addition to that, it has standards and measurement components linked by a self-corrective feedback loop that together provide for goal setting and goal maintenance.



When applied to the instructional process the standards would be instructional objectives written as behavioral prescriptions to define the goals of the instructional process. The inputs would represent the time, space, materials and personnel that go into instruction. The transactions would be the interaction of the various teacher, student and curriculum inputs in learning activities which are central to the instructional process. The outputs would be the amount of learning achieved on the part of students in the system. Evaluation would measure the correspondence between behavioral outputs and instructional objectives and would initiate any corrective action needed to bring student behavior into line with the pre-established standards of performance. A cybernetic model of instruction was basic to the planning of *Perspectives*. Cybernetic planning will be equally basic in the development and evolution of this *Presenter's Guide* and the inservice program it helps to establish.

Program Content

The *Presenter's Guide* will address the formidable problem of blending effective methodological processes with meaningful social studies content. The problem is formidable because it embodies a traditional feud between colleges of education with their preoccupation in the processes of education and academic departments with their preoccupation in the content of education. Before the content-process dicotomy can be treated, educators from both frames of reference need new sets of conceptual models and theoretical constructs to

bridge the content-process gap. Regardless of the area of one's teaching, competency in the formulation of behavioral objectives is evidenced by the use of content. Questioning behavior, if it is to stimulate higher level thought must, in the final analysis, be related to the structure of content. Valuing of any kind presupposes that there is a content which gives values form and substance. Inquiry, if it is productive, must involve the intellectual manipulation of content, and in a like manner, simulation is only as valid as the content it models. Evaluation, like its counterpart objectives, is evidenced by the ability or the inability to use content. Academic content is a necessary component of the instructional process, but by itself it is not sufficient to make the process work. An equally important component of the process is the teacher who commands the methodological skills necessary to translate content through various instructional moves into meaningful student learning. Another bridge between content and process is the curriculum materials used in instruction. If the materials are both academically and pedagogically sound they will improve classroom learning. If the same materials are used as a basis for inservice teacher training they will provide teachers a means through which content and process are made applicable in classroom practice.

The most pressing need for the immediate future, in the author's opinion, is law-related education. This concern is shared by the Iowa Department of Public Instruction and the Iowa State Bar Association which have joined forces to give substance to legislative mandates of the 1974 S.F. 126 bill dealing with instructional standards in the social studies area. Section 6B of Chapter 257.25 addresses the need for basic legal concepts to be woven throughout the social studies curriculum. In recognition of the need to develop law-related education programs the Young Lawyers of the Iowa State Bar Association in their September 11, 1974, meeting passed the following resolution:

> Resolved: The Young Lawyers of the Iowa State Bar Association favors the establishment and funding of a law-related education program which will:
>
> 1. Develop law-related education at all levels of primary and secondary grades in Iowa schools.
>
> 2. Develop curriculum in cooperation with the Iowa State Bar and individual lawyers in Iowa.
>
> 3. Involve both lawyers and teachers in the planning, development and implementation (of law-related curriculum).
>
> 4. Encourage preservice and inservice training of teachers in law-related education.
>
> 5. Encourage local cooperation of lawyers and teachers in the teaching of law-related subjects.*

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*This resolution was also adopted by the Board of Governors of the Iowa State Bar Association on December 4, 1974.

This resolution suggests that the socialization of youth is simply too important a function of society to be the sole domain of schools and educators. On the other hand, it suggests that law and the administration of justice is too pervasive a concern to be left entirely in courtrooms, law offices and law enforcement agencies. The resolution, while giving substance to S.F. 126 by recognizing that youth in Iowa need the perspectives law-related education can provide goes beyond S.F. 126 by recognizing that almost every aspect of life is touched either directly or indirectly by law and authority figures who enforce it. The resolution addresses a societal need as well, for the very essence of a democratic state demands a citizenry imbued with its fundamental values; a citizenry which can cope with conflict as a natural and constructive ingredient of the political process; and a citizenry which will obey the law or act responsibly to change it.

A sensitive and response approach to law education can bring the legal and education professions together in a marriage which improves citizenship education in our schools. Working together, they can complement each other to better discharge their responsibilities to youth and to society. Working together the professions can close the gap that has separated education with its goals of knowledge, dignity, creativity, and self-actualization, from law with its rules, sanctions and processes due in the orderly resolution of conflict and normalization of behavior. The content and processes used in this *Presenter's Guide* will provide the inservice training that will make law-related education an achievable educational priority in the state of Iowa.

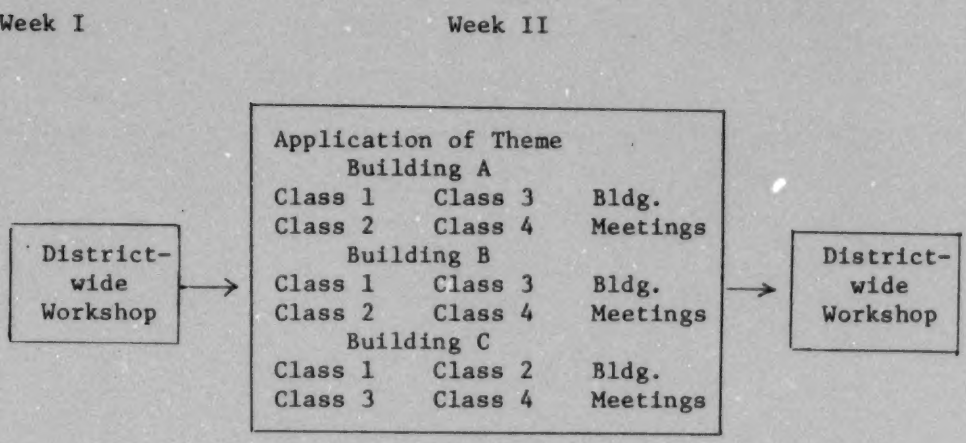
Program Format

Perspectives is a total learning-teaching system made up of such instructional components as: rationale, objectives, content, activities, strategies and evaluation. Because it represents a complete instructional system, any reasonably prepared and motivated social studies educator can teach the program. However, this would not rule out it being taught by a curriculum specialist in the district or by a professor from a nearby college or university. The teaching strategies used in this guide model the strategies suggested in *Perspectives* in that they maximize inductive teaching techniques and minimize the use of didactic front and center teaching. The guide provides background for teaching each theme and is keyed to appropriate sections of *Perspectives*. The bibliography in Part IV, "Resource Perspectives," provides selected references for outside material related to the chapter themes. A support mechanism not built into the program but nonetheless important to its success is released time. Under ideal conditions all of the participants in the program should have some released time from their teaching duties. If this is impossible, the instructor at least should be provided sufficient time to prepare for each workshop session and have sufficient secretarial help to organize and prepare workshop materials. Because the content of the workshop is law it is highly desirable to involve a lawyer in the teaching of the program. The Iowa Bar encourages the involvement of lawyers in the planning, development and implementation of law-related curriculum. This is a much more meaningful use of lawyer time than one shot "law day" encounters in the classroom. Lawyers, working in teacher education, will maximize their impact on the schools of the state.

Any inservice program should be organized in a manner which optimizes the number of teachers who are able to participate. The type of inservice schedule suggested here would be a point of departure from which a suitable plan could be designed. The organizational chart in FIGURE 4 is based on an assumption that the program would cover the better part of a 20-week semester. The workshop sessions would be approximately two hours in length and would constitute some 8 to 10 district-wide workshop sessions.

FIGURE 4

*Organizational Chart**
(Inservice Program)



The two-hour district-wide workshop would provide the participants with an opportunity to experience and analyze each of the methodological themes of *Perspectives*. The participants would be provided an opportunity to apply the theme in the workshop itself, but the more extensive application would come later in the participants own building and classroom. Building meetings, formal or informal, are suggested because they would insure that teachers develop a dialogue while at the same time have an opportunity to collectively evaluate the impact of the inservice themes on their own teaching. Teacher evaluation from these building meetings would then provide additional input into the next district-wide workshop. Once the inservice program is completed the group of teachers would be reconstituted as a curriculum revision committee and with the aid of Part II and III of *Perspectives*, take the collective action required to carry a social studies curriculum revision through to completion.

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*This model is based on a school district with three buildings and 12 classroom teachers. It could be modified to include more or fewer buildings and teachers.

AN ORGANIZATION OF THE PRESENTER'S GUIDE

One thing that prevents meaningful change is the tendency to react to problems only in crisis situations. Unless legal, governmental and educational agencies can anticipate problems and plan for them systematically, solutions are cosmetic and treat symptoms rather than causes. Worse, these crisis situations lead to cannibalization of programs not "blessed" with priority attention and funding. A part of this reaction psychology is that the shattered dreams of one reform movement provide the rationale and proposals for the next, leading to new promises, new dreams, and new cycles of hope and disappointment. Problems require response, but if problems are anticipated, the solutions can be goal directed, coordinated, and responsive to the unique nature of Iowa and its people. A by-product of these solutions can be prototype change, communication, and dissemination models that break institutional constraints and facilitate change, not only in law-related education, but set precedents for the solution of a wide range of current and future educational problems.

A Rationale for Law-Related Education: A National Concern

National Crime Statistics tell us that the total arrests of youth under 18 years of age incrased 124.5 percent from 1960 through 1971. Murder and negligent manslaughter arrests showed a 226.3 percent increase; forcible rape arrests, a 97.9 percent increase; and aggravated assault arrests, a 158.3 percent increase for the same period. Although arrests for violating narcotic and drug laws represent a greatly expanded effort by local, state and national law enforcement agencies, these arrests increased by a shocking 3,205.2 percent.[1] Even more shocking is the fact that these national crime statistics represent only half the adult crime committed in this country and only one third of the crime against youth. Two thirds of the crime against youth is simply not reported.[2] This indicates that youth either do not understand our system of law, or they have little faith in it.

A Rationale for Law-Related Education: A Concern of Iowa

The broad patterns of rising crime in Iowa are similar to those cited at the national level. The FBI figures for metropolitan crime in Iowa show an increase of 100% over the same period in 1972. Yet because of her limited population (2,825,000), her rural orientation (42.8% live in rural areas), and the relatively small number of large urban areas, Iowa doesn't have the magnitude of crushing problems that many states have in the areas of crime, political corruption, social disorganization and alienation. This orientation is reflected in the attitudes of youth in Iowa and is a tribute

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[1]Statistical Abstracts of the United States Bureau of the Census, 1973.

[2]Remarks made in an address by Donald E. Santarelli, Administrator, LLEA, to the Third Annual Conference on Law-Focused Education, Chicago, April 5, 1974.

to the state and its people, but it is scarcely a reason for avoiding an existing problem, and one that could reach crisis proportions unless measures are taken to solve it. The FBI figures indicate that although the crime rate is lower in the suburbs and in rural environments, these areas continue to record the fastest rates of increase. Between 1960 and 1970 the population in Iowa's urban centers increased by 10.5% while its rural population decreased by 6.7%. As Iowa becomes more urbanized, the family as a socializing force will decrease, necessitating an increased institutional role in the socialization of youth.

The lack of a crisis environment, coupled with the absence of a systematic program for law-related education in Iowa points out the dimensions of the problem being addressed in this *Presenter's Guide*. One dimension of the problem is that the youth of this or any state need the type of perspectives law can provide in their everyday lives. They need these perspectives because almost every aspect of their lives is touched either directly or indirectly by law and by authority figures who enforce it. If a political system is to flourish, it must educate youth in the values, tradition, norms, duties and laws of society. A sensitive and responsive legal/civic education will lead youth to an appreciation of the fundamental civic values of society, teach them to accept and deal with conflict as a natural and constructive ingredient of the political process, and encourage them to obey the law or act responsibly to change it.

A second dimension of the problem is the isolated nature of the legal and educational professions. The socialization of youth is too important a function in society to be left entirely to educators. On the other hand, the administration of justice is too important a process to be handled entirely by policemen and lawyers. The legal profession's responsibility for youth is more than Law Day programs, Officer "Friendly" visits to the local schools, or a proliferation of courses based on the "law school" model. The education profession's responsibility, on the other hand, is both the letter and the spirit of the law. Law-focused education is too important to become just another contentless educational fad. Working together, lawyers and educators can complement each other to better discharge their responsibilities toward youth. Working together they can close the gap that separated education with its goals of knowledge, dignity, creativity, and self-actualization from law with its rules, sanctions, and processes due in the orderly resolution of conflict and normalization of behavior.

Content Focus: Toward a Substantive and Syntactical Structure of Law

It is not the purpose of this guide to develop law courses which would supplant existing social studies programs. This could be the result, but a more meaningful outcome would be the teacher's ability to weave law perspectives throughout the K-9 curriculum and then to develop high school programs based on the type of specialization required by various student

role orientations, or in the scholarly, public, or personal arenas students enter after graduation. The content focus will be conceptual, dealing with the interrelated and developmental nature of key legal concepts. The concepts authority, due process, freedom, and equality represent a substantive structure of the program made up of a logical ordering of the major concepts of law. These concepts are interrelated and spiraled through the curriculum so they challenge student inquiry at various levels of sophistication.

The program has a syntactical structure as well which imposes an environmental ordering on each of the substantive concepts treated in the program. The syntactical structure parallels the substantive structure permitting students to make generalizations growing out of the relationships that exist between and among each of the paired concepts. The syntactical structure insures that substantive legal concepts are not treated in a vacuum, but in a variety of contexts permitting students to experience, analyze, and apply legal perspectives to their own lives. The syntactical structure shifts legal inquiry from the law office to an environmental setting students know something about and over which they have some control.

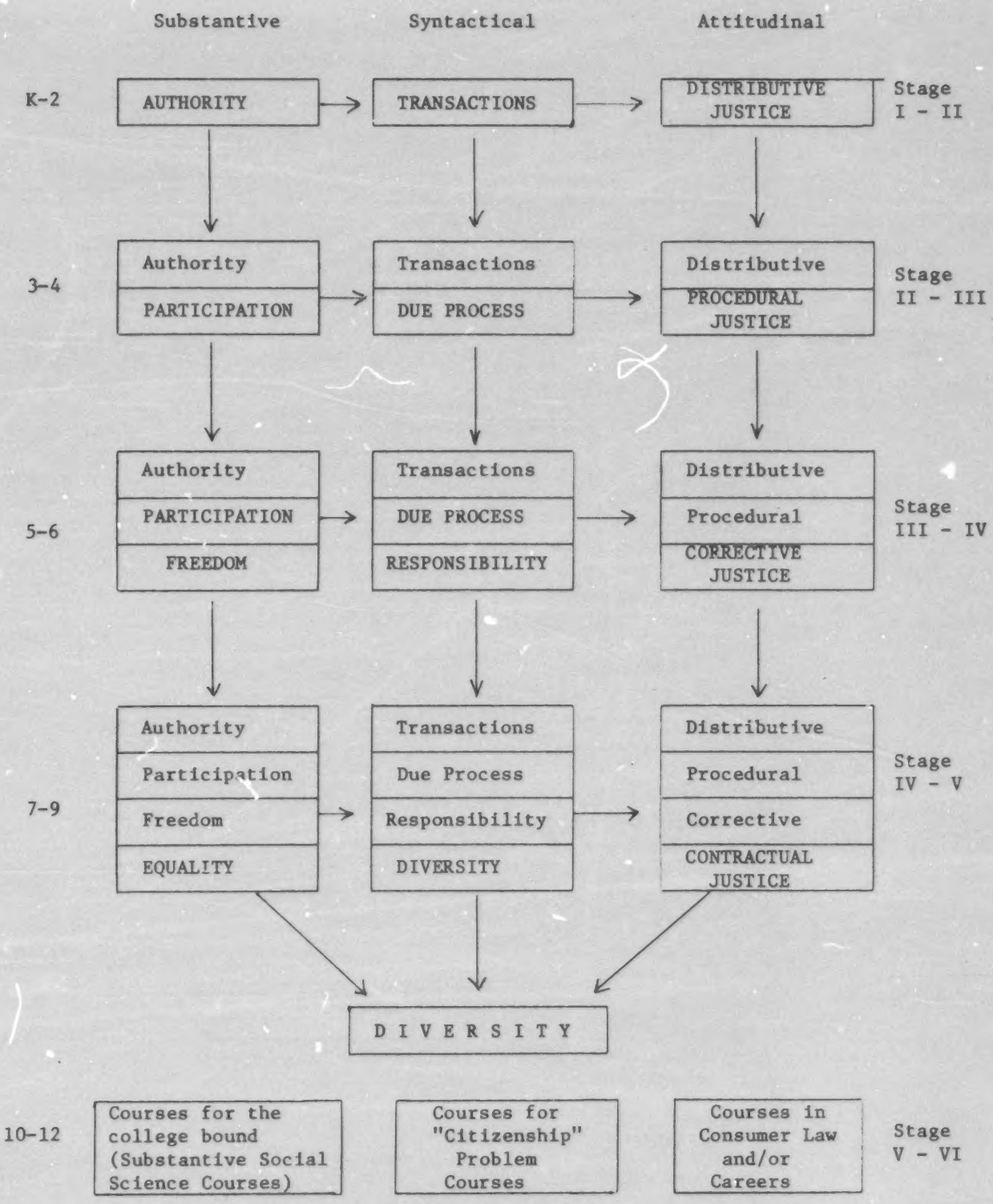
The program has an attitudinal structure as well which has as its focus the concept justice. The assumptions underlying this attitudinal structure posit that the "search for justice" is a powerful and driving human quest. Each student involved in this quest is a moral philosopher in his own right. If justice is explored systematically its treatment in a variety of settings can challenge students toward progressively more abstract, differentiated, and advanced levels of moral reasoning. The model which follows in FIGURE 5 illustrates the structure of law used in the development of this proposed law-related education program.

The concept <u>authority</u> is a fundamental underpinning upon which the structure of any law-education program can be based. The founding fathers of this country respected authority, but because they feared its abuse they built into the Constitution an elaborate system of checks and balances. Often teachers' behavior will demonstrate a singular disregard of the authority concept, and for its use and abuse in the classroom. In the society of the classroom, teachers can unintentionally violate the very precepts of democracy by simultaneously making law, enforcing law, and standing in judgment over people breaking law. This doesn't suggest that authority does not, or should not, exist; it merely suggests that authority can and should be a legitimate area of student inquiry. Law education can provide a systematic inquiry into the nature of authority and thereby establish in concrete terms, the need for law and a governmental structure based on law.

If the substantive concept <u>authority</u> is combined within the syntactical context of transactions it is possible to explore authority in a variety of realistic settings. Authority is defined by such attributes as sources, functions, characteristics, scope and limitations all of which can be explained in a context that is meaningful to children and appropriate to their level of maturity. Questions relating to the variety and forms of transactions

FIGURE 5

A Structure of Law for a Proposed Law-Related Education Program



in the home, school and community put authority to the test, so to speak, and account for the way authority is defined by the legal practitioner. At the first stage of the proposed law education program the practitioners of law are K-2 teachers and their primary grade students. For them, authority will be broadly defined through the transactions of parents and children, teachers and students and citizens and their government. If authority is defined through the transactions which give it play, it is evaluated by the yard stick justice or for children at this age in distributive justice which deals with the fair allocation of the benefits and burdens of society. The concept "In loco Parentis" does give teachers authority, but in the transactions which manifest authority, teacher behavior must be tempered by reason, mercy and the processes due in the just and even handed application of authority. Authority that is arbitrary and capricious, on the other hand, will result in student behavior that is at best confused, and at worse irresponsible and destructive.

Participation which is another underpinning of a law-related educational program, tempers authority with justice and makes both realizable human aspirations. Like authority, due process does not exist in a vacuum but is defined by the syntactical context of participation. Participation implies decision making while due process suggests the procedures by which just decisions are made. Questions of participation and its sources, functions, characteristics, scope and limitations test "due process" in a variety of ways. If lower primary youngsters can conceptualize authority and its jurisdictional limitations in their earliest years of school, later in grades 3 and 4 they should begin to participate actively in the democratic process. A systematic inquiry into the various forms of participation, along with practice in the procedures necessary for fair decision making, will promote citizenship education. As participation becomes a more achievable classroom goal, due process should become a functional and ever increasing part of the school's socialization effort.

Within the legal system, due process consists of an orderly decision-making process whereby individuals are apprised of their rights including such provisions as the presence of counsel, notice of charges, calling of witnesses, and cross-examination. Due process protects the accused against self-incrimination, unreasonable searches and seizures, and cruel and unusual punishments. Due process is the procedure which gives substance to our basic rights; it formulates the delicate balance between the rights of the individual and the rights of society. In a classroom society, the rights of the individual are usually subordinate to the rights of the group. A law education focus can redress this imbalance and establish reasonable and even-handed procedures for handling conflict in the classroom.

Consideration of the substantive concepts authority and participation along with their syntactical counterparts of transactions and due process provide numerous opportunities for law-related learning. Disruptive student behavior could be a potentially useful educational encounter and be turned into meaningful classroom learning while at the same time insuring that some semblance of justice has been afforded the offending student. When

conflicts arise over the use or abuse of authority or the scope and limitations of student participation, the resolution of conflict would be a natural springboard into the study of law, its need and its practical application. The resolution of conflict, on the other hand, demonstrates the need for due process. If due process is formalized into a quazi or prototype legal system in the classroom this cooperative exercise in civics would allow teachers and students to share authority and at the same time routinize and systematize classroom management. Management, then, would be based on an exploration of authority and the jurisdiction over which both the teacher and the students have some control.

Yet another bond between education and law is the concept freedom. It is difficult to suggest that freedom be treated without a balanced treatment of the responsibilities that give meaning to freedom. Without responsibility, freedom becomes chaos, which is counter to man's individual and collective right to exist. In society our First Amendment freedoms strike a balance between liberty and license. A similar balance should be struck in the society of the classroom. Freedom, dignity, creativity and self-actualization do not grow from chaos; rather, they result from order and its foundation in the rules, sanctions, discipline, conformity and rationality that make them operational. The former virtues emanate from the "search for knowledge" and intellectual needs of students. The latter virtues emanate from the "search for justice" and the equally important and interrelated moral needs of students.

Few concepts better demonstrate the interrelated nature of content and process in law than freedom and responsibility. It is a truism that the freedom of one person to swing his fist ends when it comes into contact with the second person's nose. If freedom is defined in a vacuum, it is little more than the absence of external restraints or internal constraints. If freedom is defined as it relates to responsibility, then freedom is defined in terms of moral reasoning and rational behavior. Questions of freedom and responsibility and their sources, functions, characteristics, scope and limitations test the two concepts against each other but also against what was previously learned about authority, transactions, participation and due process. Students from the intermediate grades (5-6) can confront the dilemmas growing out of conflict between their individual rights and their collective responsibilities. Students can evaluate their choices in terms of the fair distribution of benefits and burdens, the fairness of the procedures used in making their choices, and in terms of the justice or injustice of their action.

A meaningful law education program will also develop in students a deep and abiding understanding of the concept equality. If classroom management procedures are based on applicable principles and rules of law, there will be equality before the law. There is another aspect of equality which is based on the fundamental uniqueness of each individual in class. Every individual must have an equal opportunity to develop his uniqueness. This gives substance to the dictum that teachers must "meet the needs" of the people they serve. Equality implies a dual responsibility for teachers.

In a legal sense, it involves the development, the annunciation and the consistent application of reasonable classroom procedures, sanctions and rules. In a professional sense, it involves substantive educational programs and teaching behavior which help students develop to their fullest potential.

The substantive concept equality implies that in like cases dealing with issues of distributive, procedural, and corrective justice that these cases should be treated alike. The syntactical concept diversity provides an equally important dimension to equality by implying that in cases which are different in regards to distributive, procedural, and corrective justice that these cases should be treated differently. The struggle for equality in all things equal and for diversity in all things different will test not only our legal system but our entire institutional structure. Students in junior high school can use questions of equality and diversity to explore themselves, their family, their education, their religion, their government and their occupational choices. In senior high school they can contract for the specific law courses or programs that will help them to actualize their individual potential. The study of equality and diversity will highlight the important contractual relationships that should exist in education and society. Teachers, as educational specialists, have the contractual obligation to provide, on the one hand, for the equal education of all, and on the other for the uniqueness of each individual in class. Students, in turn, have certain contractual obligations as learners. In a social sense they have contractual obligation to society as a whole and to its general welfare. As students become specialists themselves they will enter into their own contractual relationships and in a personal sense use contractual relationships to insure a just return for their own specialization.

The final and most pervasive bond between education and law is the concept justice. Within the legal system, justice is a universal and categorical standard which measures the goodness or badness of law. Although justice cannot be separated from the bonds and linkages discussed earlier, it deserves mention in its own right as a vital attitudinal component of the law-education program. As an abstract standard of measurement, justice provides a criterion against which authority, participation, freedom and equality are measured. As a standard of judgment, justice also measures the reasonableness of transactions, due process, responsibility and diversity in terms of universal principles rather than expediency or conventional morality. Morality cannot be instilled through the imposition of values, but through the processes teachers and students use in determining the rightness or wrongness of behavior. This invokes the type of choice and decision making which accompanies the resolution of conflict, the mediation between equally "correct" solutions to a problem, and the application of justice to the decisions which give meaning to life.

Justice in the classroom is an overriding concern of children and its frustration the source of most classroom disruptions faced by teachers. If law education can capitalize on this vital student concern, the search for justice can become the basis for a meaningful program in affective education.

The systematic treatment of justice in the K-12 law education program can have a sequential and developmental influence on the levels and sophistication of students' moral reasoning. Lawrence Kohlberg and his colleagues at Harvard have an emperically derived process to promote cognitive moral development in children. This process capitalizes on the potential that social and moral issues can have in stimulating progressively more complex, more differentiated, and finally more integrated moral responses on the part of students. By concentrating on the way students reason through various moral dilemmas rather than on the products of that reasoning, teacher can avoid the dual problems of indoctrination on the one hand and situational ethics or value relativity on the other. This process of cognitive moral development can be directly related to the substantive and syntactical concepts of the program as they relate to the concept justice.

Most students enter school at what Kohlberg would call the Pre-Conventional level. In the K-2 grades students will typically reflect the first of Kohlberg's six stages of moral development. At stage I they moralize from a blind obedience to power and make moral decisions from a punishment and obedience orientation. A systematic treatment of issues involving distributive justice (the fair distribution of benefits and burdens) would model the type of moral reasoning that will help students achieve the more rational reasoning characteristic of stage II. Pre-adolescents of grades 3-4 representing stage II would typically moralize from a self serving position, that justice and right are best served when they satisfy the self's needs and occasionally the needs of others. Pre-conventional morality can be challenged at these grade levels by a systematic treatment of issues involving procedural justice (the procedures for fair decision-making). By modeling stage III reasoning the students would come to accept the standard conventions of society that define good and bad behavior. In grades 5-6 a similar challenge can be made to move students into the final stage of conventional moral reasoning. By the systematic exploration of corrective justice (the fair correction of wrongs and abuses) the students will be able to reason through issues using an authority and order maintaining orientation. Students will come to understand the need for law and value the stability and order that law can provide. The treatment of justice as it relates to issues of equality and diversity of the junior-senior high grades have the potential of moving students into the post conventional levels of moral reasoning. At these levels of reasoning students began to formulate their own self chosen standards of conduct. At stage V, the highest stage attained in high school, they embody the contractual legalistic reasoning that represents the spirit as well as the letter of the law. At this level students can grapple with the ideals of justice embodied in the Preamble and the first eight amendments to the U. S. Constitution.

If educators and lawyers, through mutual cooperation, can develop meaningful inservice programs, law-related education can involve all three domains of student response. In the cognitive domain the substantive concepts authority, due process, freedom, equality and justice can be woven through current events and the subject fields of history, economics, political science, anthropology, sociology and geography. In the affective domain,

questions of fundamental human rights provide springboards for tough-minded value clarification exercises. Many times the legal issues treated in class are not between a right and a wrong behavior, but between two seemingly equal and correct behaviors that are in conflict. Problem-solving and conflict-resolution develop the student's inquiry and critical thinking skills, while such syntactical concepts of transactions, participation, responsibility and diversity test these skills in the social arena. Law-related education should not supplant the social studies programs that presently exist in the school; rather, law-related education can enliven the social studies and make it more responsive to the complex issues of our times.

Process Focus: Toward a Structure of Educational Methodology

The teaching strategies used in *Perspectives* follow a theory of learning which equates thinking and learning with the creation of new meaning. Suchman* describes the creation of meaning as the interaction between encounters and organizers. Encounters are the contact points between the individual and the environment of which he is a part. In a teaching-learning system these encounters can be developed by the student or be provided by the teacher. An encounter will generate little meaning unless it is related to an organizer. An organizer is a creation of the human mind in the form of words, ideas, theories, constructs or ways of thinking. Organizers group and categorize the repertoire of experience an individual brings to bear when facing his world. They organize thinking and allow an individual to act on the environment in patterned and purposeful ways. In a teaching-learning system organizers can be developed through encounters that require the use of new perceptions and insights. In this way existing organizers are altered or transformed so that new learning is possible. On the other hand, organizers can be provided directly by the teacher in a manner which allows the student to use them as new tools in their ever-expanding creation of meaning.

FIGURE 6 outlines a series of twelve teaching sequences which are the building blocks for the teaching strategies used in *Perspectives*. Each sequence is described in some detail and follows in order the Encounter-Organizer-Verification-Evaluation structure used in planning most learning activities. Verification sequences are added because they actually involve students in the creation of new meaning. Evaluation sequences are added because they allow teachers to diagnose the extent to which new learning has taken place. These teaching sequences are not all inclusive for they can be combined in numerous ways to achieve the objectives established by the teacher. Appendix E of the guide provides seven different teaching strategies that are comprised of various groupings of the twelve sequences outlined in FIGURE 6.

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*Suchman's Model is presented in detail in Chapter IV of *Perspectives*.

FIGURE 6

Teaching Sequences
(Encounter Organizer Verification Evaluation)

No.	Teaching Sequences	Instructional Focus	Teacher's Language Behavior	Student Behavior	Learning Environment
A	ENCOUNTERS				
A-1	Developing Encounters	Students generate data appropriate to an instructional theme or to an open-ended question.	To generate thought: • Bring to class any items related to... (question theme-activity) • Develop a collage depicting... • Be ready to role play a situation requiring... To sustain thought: • What feelings do you have about...? • What bothers you about...?	A creative response growing out of the student's experience. The focus in on elaboration and clarification of student responses, not on the justification or evaluation of the responses.	An open environment that protects students from criticism. Individual presentations or small group discussion. Student talk far exceeds teacher talk.
A-2	Providing Encounters	Students are presented an encounter appropriate to the instructional theme. It is an experience with social science phenomonen in the form of pictures, documents, realia or other media.	To generate thought: • What do you see, note, hear? • What other kinds of things come to mind? To sustain thought: • The teacher records all answers on chalkboard or other accessible space.	Students state things that come to mind in response to the initial encounter. They are asked for clarification and are encouraged to examine and describe the data.	An open environment that permits the generation of data with a minimum amount of evaluation or comment on the teacher's part. Appropriate for small or large group discussion.

No.	Teaching Sequences	Instructional Focus	Teacher's Language Behavior	Student Behavior	Learning Environment
B	ORGANIZERS				
B-1	Developing Organizers	Students develop an organizing idea, concept, model, system or theory that explains social phenomenon.	To sustain thought: • From the data that has been generated on the board, what things go together? Why? To extend thought: • Is there a label or phrase that would describe each category? How are the categories related? How would you rank order the categories?	Students manipulate data. They discover similarities and differences in the data. They group and label the categories and describe the relationships between them. Finally, they manipulate the categories to reflect the relationship between them.	An environment that permits students to interact with data and each other to develop ways of thinking about their world. Appropriate for small or large group discussion.
B-2	Providing Organizers	Students are presented with an organizing idea, concept, model, system, or theory that explains social phenomenon.	To generate thought: • Tell lesson focus. • Provide organizing rule or principle. To sustain thought: • Select and give examples. • Ask students to sort examples. To extend thought: • Present new examples. • Ask students to sort examples. • Ask for organizing rule. Ask students to describe the attributes of the organizer.	Students listen to rule definition and are shown examples that delineate rule boundaries. Students apply the definition to new examples. They adjust and refine their new organizer in light of new data.	A teacher centered environment. A goal oriented discussion requiring logic, exposition and purpose. Teacher talk generally exceeds the amount of student talk.

No.	Teaching Sequences	Instructional Focus	Teacher's Language Behavior	Student Behavior	Learning Environment
C	VERIFICATION				
C-1	Problem Seeking	Students use individual or group behavior as a basis for testing with discrepant events or for values clarification. They explore similarities and differences between events or values and infer the problems that these similarities and differences might cause.	To generate thought: • What happened during the discussion? To sustain thought: • What explains the diversity of opinion? • What explains the consensus? To extend thought: • What does this indicate about what you think is important? • What problems are created when you act on these beliefs?	Students describe behavior and make inferences about what caused it. They generate problems growing out of discrepant events or values.	It requires an open environment that protects students from criticism. Teacher and student are sounding board for each other's ideas. Teacher is co-equal and contributes only as group member.
C-2	Generalizing	Students explore the utility of organizers (concepts-theories models) in explaining social phenomenon. They are required to generalize beyond the data that is given.	To generate thought: • What are the attributes of...(The organizers already studied) • How are the categories different? How are they similar? To extend thought: • What might explain the differences among these related events? Why do these kinds of events happen? What does this tell you about...(human behavior)	Students review several concepts or the components of a model or theory. They apply these organizers to explain specific events. They identify relationships and generalize to other types of behavior.	An environment that permits many student generalizations but require students to qualify generalizations in light of the limitations of the data.

No.	Teaching Sequences	Instructional Focus	Teacher's Language Behavior	Student Behavior	Learning Environment
C-3	Model Building	Students develop models (usually two-dimensional) which illustrate concepts and their relationships. These models help them understand and explain their world.	To generate thought: • What intrigues you about these facts, events, or phenomenon? To extend thought: • Speculate about the process that might account for the facts, events or phenomenon. If this process is true what other results might logically follow? Are these other implications true? How might you change your model to account for them?	Students observe facts and develop a generalization that will explain the facts. They group facts and label concepts in a tentative model describing the relationships. They deduce other implications or consequences from the generalization. Finally they confirm or modify their explanation (model).	This environment is highly intellectual stressing the importance of systematic thinking. The process of thinking is equally as important as the content of thinking or what the student is thinking about.
C-4	Problem Solving	Students are provided a systematic way of thinking through a problem.	To generate thought: • Can you identify or define a problem from this...(reading-case study-story-issue) To extend thought: • What hypothesis can you make as to a solution or explanation of the problem? What evidence can you find to support, change or refute the hypothesis? How might you test your solution?	Students become sensitive to an existing problem situation. They make a general statement of explanation or solution. They explore the implications of their hypothesis by clarifying ambiguous words and gathering evidence. They conclude by recognizing the tentative nature of their solution.	The content and process of thought are of equal importance. Because the content deals with public issues students should be concerned with both intellectual and public values.

No.	Teaching Sequences	Instructional Focus	Teacher's Language Behavior	Student Behavior	Learning Environment
D	EVALUATION				
D-1	Debriefing	Students and teacher step outside the learning activity and evaluate its merits as a learning experience.	To sustain thought: • What did you learn from the activity? • How does the learning prepare you for life outside the classroom? • How does it prepare you for problems you might face in the future? To extend thought: • What would happen if...(a particular problem cited earlier) • What makes you think this would happen? • What would be needed for that to happen?	Students reflect on the learning activity and how it relates to their total life experience. The students test their organizers through Heuristic questions which require creative divergent thought.	The situation calls for an open learning environment which encourages the free expression of student ideas. The teacher must be willing to judge the teaching process as readily as the student answers.
D-2	Prediction	Students refine and apply their models or solutions to new and different social phenomenon.	To extend thought: • How might you broaden the components of your model or hypothesis to make it more general and powerful? What kind of predictions can you make from your model or solution? What experiments might you develop to test these predictions?	Students increase the range of situations the model or solution will explain. Students use the rules or processes inherent in the models or solutions to make predictions. They then set about testing these predictions.	The situation calls for rigorous scientific deduction based on the organizers the students have developed. The students are forced to use the rules of logic and proceed in a systematic manner.

OBJECTIVES OF THE PRESENTER'S GUIDE

As a result of completing the inservice program the following changes are expected.

A. In school administrators, university instructors and curriculum specialists.

1. An increased understanding at the application level of the methodological, analytical, implementation and resource perspectives required for curriculum change in general.

2. An increased awareness of the need for law-related education in their schools and the important role it can play in civic education of youth and the professional development of teachers.

3. An increased willingness to work with others in the planning of legal education programs and to assist them in developing objectives, adapting materials, implementing activities and evaluating their own law-related education programs.

4. A closer collaboration with the legal and law enforcement professions as a way of insuring cooperation and involvement of a wide range of community resources in the social education of youth.

5. An exploration and formalization of a variety of change models that can be prototypes for addressing other areas of the school system where change is needed.

6. A willingness to experiment with *Perspectives* as a way of improving social education in Iowa and to provide feedback which will improve its effectiveness as an inservice teacher training and curriculum revision tool.

B. In teachers taking the program.

1. An increased understanding of the legal and political system and the content perspectives that law can provide to a viable social studies curriculum.

2. An increased integration of such concepts as authority, due process, freedom, equality, justice and the principles they represent into the teachers ongoing behavior patterns and through them the teacher's interactions with their students.

3. An ability to defend law-related curriculum in terms of the student behavior it will foster and in terms of the historical emphasis given various student role orientations in social studies teaching.

4. An ability to group data from a teaching-learning system into the various components of instruction and through the use of models be able to determine the structure underlying *Perspectives* and the law-related education program suggested in the *Presenter's Guide to Perspectives*.

5. An ability to use cybernetic analysis to look at complex systems of human behavior.

6. An ability to apply cybernetics to the learning process and to incorporate systems management techniques in improving instruction.

7. An ability to classify law-related objectives according to their student role orientation, levels of thought, domains of response and structure.

8. An ability to write or rewrite general objectives into a format that requires specific behavior on the part of students.

9. An ability to write objectives which blend appropriate legal content and instructional processes and which match the maturational levels of students.

10. An ability to use analytical questions at appropriate stages of the instructional process to aid in the planning of lessons, units, and courses of study.

11. An ability to explore the learning potential of selected learning activities and to improve the cognitive, skill, and affective objectives of the activities.

12. An ability to use written and oral classroom questions following such models as Sanders, Parsons, Taba and Suchman which require higher level thought and to sequence these questions to develop a more complex and integrated cognitive structure on the part of students.

13. An ability to employ a repertoire of teaching strategies. Teachers will be able to gear these strategies to different learning situations in pursuit of self-chosen objectives, and in accordance with the varied needs of students in the area of law-related education.

14. An ability to recognize the need for affective development on the part of students and be able to list worthwhile intellectual, public and personal values which correspond to the student role orientations they are developing in the classroom.

15. An ability to use teaching strategies that are appropriate to the development of intellectual, public and personal values.

16. An ability to apply the Kohlberg system to exploit value conflicts and their potential for raising the levels of moral reasoning of students.

17. An ability to use the general model of instruction to analyze learning activities for their inquiry potential.

18. An ability to analyze inquiry activities in terms of the thinking, learning and activity they require of students.

19. An ability to exploit simulation games in terms of teaching objectives and in terms of their potential for law-related learning in the classroom.

20. An ability to vary teaching strategies according to the differing teacher roles required in game introduction, in the actual game activity, and in the final game debriefing.

21. An ability to construct teacher made simulations in the area of law-related education.

22. An ability to demonstrate mastery of the inservice objectives through cognitive and affective evaluation.

23. An ability to judge the evaluation instruments used in the inservice program in terms of good evaluation techniques.

24. An ability to judge the inservice program in terms of formative evaluation as it relates to objectives, assessment, activities, implementation, evaluation and hidden components of the program.

25. An ability to apply cybernetic analysis to their own law-related educational program.

26. An ability to use self analysis in improving social studies instruction.

27. An ability to apply interaction analysis techniques to their own teaching behavior and the behavior of others.

28. An ability to apply curriculum materials analysis in improving the type of curriculum they select.

29. An increased control over the type of social studies instruction that takes place in their buildings and school districts.

C. In students as they are affected by the program participants:

1. An increased understanding and application in their own social setting of such legal concepts as authority, due process, freedom equality, and justice.

2. An increased understanding for the necessity of law and a governmental structure based on law.

3. An increased understanding of their rights and obligations as citizens within the legal framework and a willingness to behave in accordance with them.

4. An increased understanding of the laws set forth by society and the ramifications for themselves and society when these laws are violated.

5. An increased understanding that law is not static and that citizens can challenge the legal/political system through constructive and orderly processes designed to lawfully effect change.

6. An increased understanding of the limits of law and the increased ability to cope with the frustrations that arise when law cannot solve all society's problems.

SESSION 1

Organization	Activities	Time Limits	Teaching Strategy	Classroom Organization	Materials and Equipment — Source*
Experience	Activity 1 Affective Evaluation	15 minutes	Diagnostics	Individual	• Classroom copies of Questionnaire on Teaching App. A-------- TG
	Activity 2 Orientation	45 minutes	Didactics-Deductive Inquiry	Individual/large group	• *Perspectives*---------- P • Rationale and objectives. Assumptions---- TG • Overhead projector----- O • Overhead of FIG. 2,3,4- TG • *Perspectives*, Part IV-- P
	Activity 3 Program Methodology Exercise #1	10 minutes	Didactics	Individual/ small group	• Exercise 1-worksheet Appendix "B"---------- TG
Analysis	Activity 3 (cont.) Exercise #2	10 minutes	Deductive Inquiry	Large group	• Directions from Guide, p. 31---------- TG • Blackboard & Chalk----- O
Application "A" (in workshop)	Activity 3 (cont.) Exercise #3	10 minutes	Deductive Inquiry	Large group	• Directions from Guide, p. 33---------- TG • Blackboard & Chalk----- O
Application "B" (out of class)	Course Assessment	30-40 min.	Didactics	Individual	• Directions from Guide, p. 33---------- TG
Assessment	Read Chapter I	2-3 hours			• *Perspectives*, Fig. 4, p. 198---------- P

* APP. - Appendix found in Guide
P - *Perspectives*
TG - Teacher's Guide
O - Outside the program

SESSION 1 Title--PLANNING A PROGRAM

Overview

It is very important to the success of any inservice program that participants understand what the program is about and what will be expected of them. Each participant should have a copy of *Perspectives* for it will provide the background learning required of the workshop sessions. The main purpose of this introductory session is to provide participants the same type of orientation provided the instructor in the opening remarks on this guide. A second purpose is to take care of some organizational chores that need attention. A third purpose is to demonstrate the methodology of the workshop through the experience-analysis-application model.

Objectives

1. Participants will be able to group data from a teaching-learning system into the various components of instruction and through the use of models be able to determine the structure underlying *Perspectives*.

2. Participants will be able to use cybernetic analysis to look at complex systems of human behavior.

3. Participants will be able to apply cybernetics to the learning process and be able to incorporate systems management techniques in improving instruction.

Activity 1 — Affective Evaluation — Time: 15 minutes

(1) Pass out the "Questionnaire on Teaching" (Appendix A - p. 135)

(2) Tell participants to be as honest as possible in filling out the instrument. These will not be graded but will be given again and class means will be compared to determine attitude change over the course of the inservice program. At some time in the future the instructor should follow the directions provided for in Appendix E and compute and analyze the test results.

Activity 2 — Orientation — Time: 45 minutes

(1) Pass out *Perspectives* and have participants read the Introduction.

(2) Focus attention on the Rationale and Objectives of the program. (These are stated earlier in the guide and are listed in Chapter VI.)

(3) Discuss each of the Assumptions from page 3 of the teacher's guide. Ask teachers if they agree or disagree with the assumptions. What type of program would reflect these assumptions?

(4) Place FIGURE 1 on an overhead projector. Use the model to illustrate while discussing the design of Part 1.

Place FIGURE 2 on an overhead projector. Use the model to illustrate while discussing the design of Part II.

Place FIGURE 3 on the overhead. Use this model as a starting point for exploring Part III. Explain that although *Perspectives* is concerned with revision of the total social studies curriculum, the *Presenter's Guide* will be limited to only the revision that relates to law-related education. This mini application will follow the 10 steps suggested in FIGURE 3 but it will concentrate on curriculum revision at the classroom and building level rather than at the district wide level. Most of the ten steps will be treated in the revised application "B" sections of the *Presenter's Guide* and will be incorporated into the workshop sessions. Although the revised application "B" sections of the inservice program will be introduced at the conclusion of each general workshop session and discussed at the beginning of the next session, the bulk of the work with application "B" will be done in the building meetings.

Complete the discussion of FIGURE 3 by calling attention to the "Resource Perspectives" which make up Part IV of *Perspectives*. The resources that would be highly recommended for law-related education and which are not included in *Perspectives* are:

The Law in a Free Society Series-606 Wilshire Boulevard, Santa Monica, California 90401. This series treats 8 key legal concepts, four of which will be used in this inservice program. The materials consist of *Curriculum, Lessons Plans, A Guide for Teacher Education* and *A Casebook* for each of the concepts treated in the series. The total cost for the material is around $70.00 and constitutes possibly the best investment of funds that could be made in the area of law-related education.

Project Benchmark, 2150 Shattuck Avenue, Room 817, Berkeley, California 94704 provides free, on request, single unit booklets dealing with *Evidence, Fair Procedures, Juvenile Justice* and *Welcome to Your Courts*. These materials are excellent and contain a variety of interesting learning activities.

The Constitutional Rights Foundation describes a number of very good units and course designs in *The Bill of Rights: A Handbook for Teachers* and its counterpart *The Bill of Rights: A Source Book for Teachers*. These materials are relatively inexpensive and can be purchased from Benziger Brothers, Riverside, New Jersey 08078.

The Youth Education for Citizenship Project of the American Bar Association provides free following materials:

To Reason Why, 16mm film intended for educators, lawyers and community leaders. Shows need for law-related education and documents successful classroom and inservice training techniques.

Directory of Law-Related Educational Activities. Describes approximately two hundred law-related projects throughout the United States.

Bibliography of Law-Related Curriculum Materials: Annotated. Describes hundreds of law-related books and pamphlets suitable for students or teachers.

Reflections on Law-Related Education. Essays on the theory and practice of law-related education.

Help! What to do, Where to go? Practical information on ways of beginning and sustaining law-related educational programs, and descriptions of several successful programs.

FOR INFORMATION & MATERIALS contact: Joel F. Henning, Staff Director, YEFC, 1155 East 60th Street, Chicago, Illinois 60637.

The Foundation Press, Inc., Mineola, New York 11501 has an excellent single volume to develop the teacher's background in law by John Kaplan, *Criminal Justice: Introductory Cases and Materials*, 1973.

Probably the most helpful resource for the workshop itself would be a lawyer from the local community. The presence of a lawyer at the inservice meetings would help guarantee that the law content of the curriculum is sound. A lawyer could also suggest the legal implications and potential of existing curriculum and help modify nationally developed curriculum to conform to state and local law.

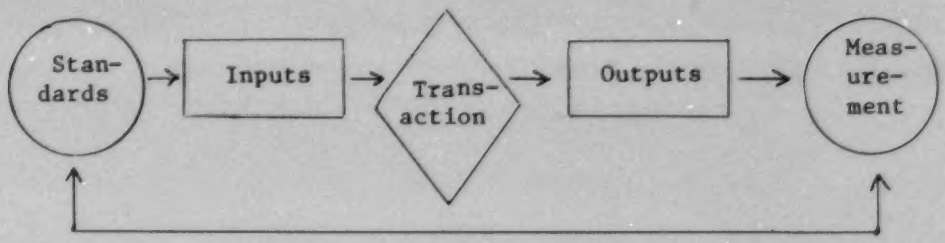
Activity 3 — Program Methodology — Time: 30 minutes

(1) Explain that in the three short exercises which follow participants will use cybernetic analysis as a way of explaining social processes. In the first exercise they will experience the "Want-Satisfaction Chain" which is a cybernetic model of the circular flow process in economics. In the second exercise they will analyze the components of cybernetic models in general. In the third exercise they will apply cybernetic analysis to institutions. The purpose of these exercises is to demonstrate the experience-analysis-application model used in the program methodology.

(2) Hand out Exercise #1 (Appendix B). Have participants complete the exercise either individually or in small groups.

(3) Use the following suggestions to complete Exercise #2: (large group instruction)

(a) Place the following model on the board



What type of economic data from the Want-Satisfaction Chain could be grouped under each component of this more general model?

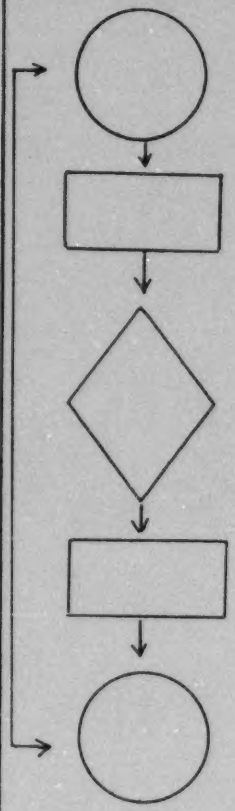
What are the attributes of the data classified under the circles, the squares, the diamond?

What is the relationship between the circles, the boxes and the diamond?

(b) Explain that cybernetics is taken from the Greek word meaning "helmsman." Explain that a system is a grouping of parts into a whole for a purpose.

How might the word cybernetics explain the "feedback loop" between the two circles?

(c) How might the model be used to explain a heating system in the home? A pilot landing an airplane? The ecological balance of an African game park?
(possible answers)

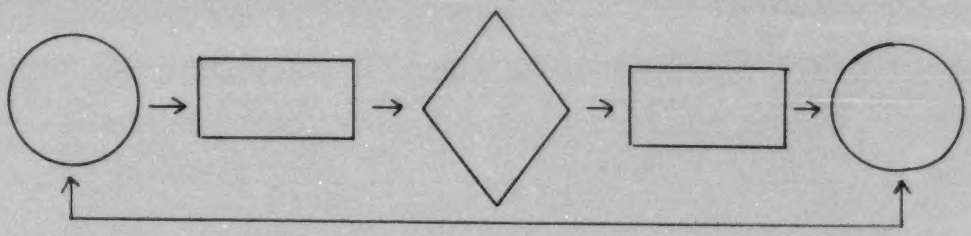


	Heating System	Pilot	Game Park
Standards	A setting of 70°	A smooth landing	Equilibrium in nature
Inputs	Fuel & air	Training & experience of pilot	Animals-food-space
Transactions	Combustion	Flying	Natural selection
Outputs	Heat	Proximity of plane to landing strip	Survival
Measurement	A thermostat	Pilot judgment and instrument reading	Equilibrium in nature

In every example the feedback loop would provide for self-corrective feedback between the goal setting and goal maintenance aspects of the system.

(4) Use the following suggestions to complete Exercise #3 (large group instruction)

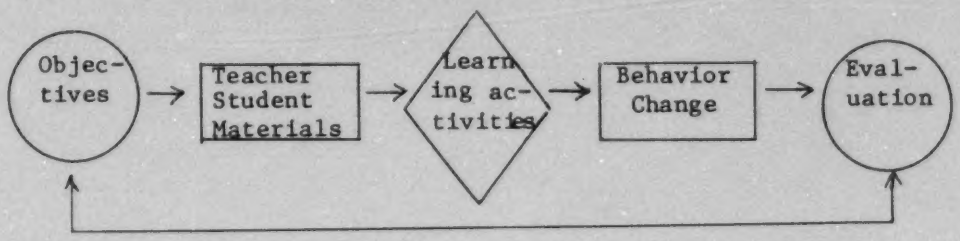
(a) Place the following on the board:



What labels would you put in the model if you were describing the learning process?

What type of data would be grouped under standards? Under inputs? Under transactions? Under outputs? Under measurement? What is the relationship between objectives and evaluation?

(b) Compare the answers developed through class discussion with the following answers provided by the author:



When applied to the instructional process the standards would be instructional objectives based on the goals of society as they relate to the present and future needs of the students. The inputs would represent the blend of time, space, materials and personnel that go into instruction. The transactions would be the interaction of the teacher, the curriculum and the student in various learning activities. The outputs would be the amount of learning achieved on the part of both the student and the teacher. Evaluation would measure the correspondence between outputs and objectives and would signal the need for any adjustments necessary in the learning process to meet these objectives.

(c) An application of the cybernetic model to the justice system would be an appropriate entry point for the lawyer-instructor who is working with the group. It is important to demonstrate that law is understandable as an educational focus. It is also important to demonstrate that law is only <u>one</u> of the many systems that are treated in social studies classes.

REVISED APPLICATION "B"
(Session 1)

The application section of each of *Perspectives'* chapters requires the limited use (application "A") and the extended in-school application (application "B") of the various methodological and analytical themes of *Perspectives*. The revised application "B" sections will constitute the course assignments of this inservice program and the content focus of the individual building meetings which would follow each general inservice session (see p. 9 Organization of the *Perspectives*). The revised application "B" will require the development of a K-12 law-related education program. This law education program will evolve out of inservice work done over the semester and can take the form of individual learning activities that can be used in existing social studies courses or a series of activities that can be combined into units or courses of study that would satisfy the need for law-related education in the social studies curriculum.

A logical place to begin any curriculum revision is with an analysis of the existing curriculum. Before this analysis can be made, however, it will be necessary to present the existing curriculum in a highly visual and systematic manner. This presentation and analysis will be the focus of the building meeting where building teams representing grade levels or subjects taught will develop thumbnail sketches of their social studies courses. Each team should be provided a felt tip pen and a five or six foot length of butcher paper. Each team will fill in their sheets of paper with a description of their semester or year long courses. To provide uniformity across buildings the sheets might look like the one provided on p. 198 of *Perspectives*. These course descriptions are to be brought to Session 2 where they will be analyzed.

Assign Chapter #1 of *Perspectives*. Ask that teachers work through the exercises in the chapter. The content of the workshop will review the understandings of each chapter but the assumption is made that participants will enter each session with a common background understanding gained from reading the appropriate chapters of *Perspectives*.

SESSION 2

Organization	Activities	Time Limits	Teaching Strategy	Classroom Organization	Materials and Equipment	Source
Experience	Activity 1 Objectives Exercise	20 minutes	Deductive inquiry	Individual or small group discussion	• Appendix "C"----------	TG
	Activity 2 Conceptualizing the Structure of Law	40 minutes	Diagnostics	Small group discussion-Group reports	• Blackboard----------	O
Analysis	Activity 3 Curriculum Analysis	30 minutes	Diagnostics	Large group discussion	• "Toward a Substantive and Syntactical Structure of Law" (duplicate for handout)----------	TG
Application "B"	Explanation and assignment On-going assignment-Chapter 2-*Perspectives*	20 minutes (2 hours out of class)	Didactics	Large group	• Appendix "D"----------	TG

SESSION 2 Title--OBJECTIVES

Overview

It is not by accident that objectives was chosen as the first theme treated in Part I of *Perspectives*. Session 1 treated objectives as the first component in a larger model of instruction. Session 1 also treated five key concepts from law, the application of which will constitute a K-12 law-education curriculum. The purpose of Session 2 is to blend the content of law with the pedogogic moves of writing objectives, which if properly done, can provide the focus necessary to develop a viable law-related curriculum in the participant's school. If properly done, the objectives that emerge at the end of Session 2 will help participants later when they select content, sequence instruction and evaluate learning outcomes.

Objectives

1. Participants will be provided examples of objectives common to most law-related education programs and will be required to categorize the objectives according to the following classifications: Student Role Orientation, Levels of Thought, Domains of Response and Structure.

2. Given a list of general objectives from law-education: Participants will be able to rewrite these objectives so that the objectives truly reflect the behavior desired of students in their social studies classes.

3. Participants will be able to write objectives which match appropriate legal content and learning processes to the maturational level of their students.

Activity 1 — Objectives Exercise — Time: 30 minutes

(1) Handout "Appendix C" and explain that the objectives are a modification of a set of objectives determined by the Program Committee of the Colorado Legal Education Program to be common objectives of most of the law-related curricula used in schools across the country.

(2) To debrief the activity to determine if most of the objectives on the worksheet were classifed as follows:

Classification	Reasons for the Classification
1. Student Role Orientation (The Public Man)	1. The Public Man classification applies because: a. The objectives address social issues rather than one particular social studies discipline.

b. The implied context for treating the objectives is social, rather than academic or personal.

2. Domains of Response (The Cognitive Domain)

2. The Cognitive Domain classification applies because:
   a. The starting point for each is a solid knowledge of the content of law as it applies to society and the individual's role as part of society.
   b. There are affective elements of most of the objectives but the assumption is made that knowledge proceeds the attitudes and values it fosters.

3. Levels of Thought (Interpretation and Application)

3. Middle and higher level thought is suggested because:
   a. Each assumes a basis of factual understanding but the objectives require students to draw inference about that knowledge. (Int.)
   b. In several of the objectives students are required to apply the knowledge in their own lives.

4. Specificity and Structure (Non-Specific-General)

4. Nonspecific and general because:
   a. None of the objectives define student performance in behavioral terms.
   b. They would not be helpful in informing students of what is expected of them or in writing evaluation instruments.

Activity 2 Conceptualizing a Structure of Law Time: 40 minutes

Refer participants to "Appendix C" which will be the broad general objectives used in the development of the participants' own law-education curriculum. Write the following questions on the board:

1. What is _____? How is it defined?

2. What factors or influences affect a person's or a society's attitude about _____?

3. What are some of the costs and benefits associated with _____?

4. What, if any, are the limits placed on _____?

Divide the participants into five small groups and assign each group the task of plugging one of the five concepts (authority, due process, freedom, equality, justice) into the blank spaces contained in the above questions.

Ask the group to answer the questions and assign a group member the task of recording and reporting. The group responses might be written on newsprint so that everyone can read the responses and refer to them later.

After each report tape the newsprint to the wall and ask participants to describe the relationships that exist between the concepts.

Follow the discussion on conceptual relationships by an attempt to reach concensus on what concept should be taught first, second, third, etc. While the discussion is going on, jot down on the board the rationale given for the structure that is selected. It is important that the lawyer-instructor correct any misuse of the legal concepts that surface in the discussion. If teachers misuse legal perspectives in their own discussions they will misuse them with students in the classroom.

Activity 3 — Curriculum Analysis — Time: 20 minutes

Based on the treatment of law from the previous activity, it is possible to suggest the type of revisions that might be made in each grade level of the social studies curriculum. Reference should be made to the "Needs Assessment Summaries" developed in application "B" of Session 1. Keeping the discussion about the structure of law in mind, raise the following questions about the existing social studies curriculum:

1. What is the nature of the existing social studies curriculum?

   a. What type of individual does it develop - scholarly, public, personal?

   b. What type of attitudes and values does it promote?

   c. What level of thinking does it promote and is it concerned with cognitive skill development?

2. What is the nature of the content of the curriculum?

   a. Does it represent a cross section of social science disciplines?

   b. What are the gaps, overlaps and duplications of the programs within the curriculum?

   c. How can the gaps, overlaps and duplications be justified?

3. How can perspectives from law be better treated in the curriculum?

As a concluding statement you might read or preferably duplicate as a handout "Toward a Substantive and Syntactical Structure of Law" from page 22 of the guide. The structure suggested by the author is relative to the purposes of this inservice program. This structure will be followed in the application sections of the workshop.

REVISED APPLICATION "B"
(Session 2)

The assignment to be completed over the entire semester is to break down the general objectives listed in Appendix "C" into informational objectives that provide more specific behavioral guidelines for the curriculum developed in the workshop. A more specific and manageable assignment before the next general session (Session 3) might be to take only the first objective - "an increased understanding and application in their own social setting of such legal concepts as authority, due process, freedom, equality and justice"--and use its breakdown as a prototype to be followed later with the remaining five objectives. To make the assignment even more specific and to give the objectives scope and sequence the following organization is suggested:

The K-2 teachers concentrate on the concepts authority and justice
The 3-4 teachers concentrate on authority, due process, and justice
The 5-6 teachers concentrate on authority, due process, freedom and justice
The 7-9 teachers concentrate on authority, due process, freedom and equality and justice
The 10-12 teachers concentrate on the systematic treatment of the entire structure making sure that the objectives deal with the interrelated nature of the concepts being treated. The context of the objectives might be within existing social science subject areas, as part of a social problems course, or as modules treating consumer law.

To aid the teachers in the assignment and to provide a focus for the building meetings, hand out "Appendix D." Each participant will have a conceptual focus based on the above assignment. This assignment is taken from the first objective suggested in Appendix "C" and elaborated on in activity 2. Following the format of Appendix "D" insert the appropriate general objective and concepts. Pose the following topical questions and base your eliciting question, activities and specific behavioral outputs on the answers to:

1. What is _____? (questions of definition)
2. What factors or influences affect a person's or society's attitude about _____?
3. What are some of the costs and benefits associated with _____?
4. What, if any, are the limits placed on _____?

To complete the assignment each building team should develop a tentative list of informational objectives that elaborate objective #1 found in Appendix "C." The participants should follow a similar procedure for treating objectives #2-6 of the same handout. Because the tentative objectives are developed from tentative learning activities these activities should also be listed and matched to the deficiencies found in the analysis of the

teacher's existing curriculum. Some attempt should be made to impose a scope and sequence on law-related curriculum that emerges. Session 2 has concentrated on the cognitive domain of response. Those activities that are developed in Session 2 will be expanded in Session 3 to include higher levels of cognitive response. In Session 4 the affective domain will be treated. Session 5 will treat cognitive skill development. By Session 5, a series of teachable activities dealing with the total student will be ready for classroom application and evaluation.

Notes to the Instructor: (Pre-class Discussion Session 3)

The following objectives are a prototype of the range of objectives that can be developed to explore the concept authority. National projects in law-related education are a valuable input into the law program being developed in the workshop.*

1. Students should be able to analyze situations in order to distinguish between the exercise or influence of authority and the exercise or influence of power without authority.

2. Students should be able to analyze situations in which authority exists and to identify its intermediate and ultimate sources.

3. Students should be able to analyze situations in which the use of authority, the use of power without authority, or the absence of both occur in the management of conflicts, the allocation of resources and in the distribution of responsibilities and privileges. In so doing, they should be able to: (a) determine or predict the actual or probable consequences of each of the conditions indicated above, (b) explain the need for authority and its functions when appropriate; including an identification of the values and interests it is intended to protect or promote.

4. Students should be able to analyze situations to determine some common costs and benefits of authority.

Assign participants Chapter 2 of *Perspectives* to be completed before Session 3.

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*These objectives are taken from the Law in a Free Society Series, *On Authority: A Curriculum* (c) 1973 by Law in a Free Society Project, Santa Monica, California.

SESSION 3

Organization	Activities	Time Limits	Teaching Strategy	Classroom Organization	Materials and Equipment	Source*
Experience	Activity 1 Using Questions to Exploit Content	10 minutes	Diagnostic	Large group	• Contained in Session 3----------	TG
	Activity 2 Using Questions to Formulate Concepts and Generalizations	20 minutes	Inductive Inquiry	Large group	• Contained in Session 3----------	TG
Analysis	Activity 3 Pattern Search	15 minutes	Deductive Inquiry	Large group	• Appendix "E"----------	TG
Application "B"	Explanation	10 minutes	Didactic	Large group	• Continued in Application "B"	
	Group work	50 minutes	Diagnostic			
	On-going assignment Chapter 3 *Perspectives*					

SESSION 3 Title--QUESTIONING

Overview

One of the inputs into the instructional process is the teacher's language behavior. Much of the teacher talk in the classroom involves the use of questioning and much of the student talk (as evidence of student thought) comes in response to the questions teachers ask. There is a close correspondence between the type of objectives a teacher establishes before instruction and the type of questioning behavior necessary to accomplish the objectives. Both objectives and questioning provide instructional focus which is instrumental in content use, instructional sequence and evaluation. The purpose of Session 3 is to relate questioning behavior to the instructional process so as to demonstrate a use of questioning behavior which can enliven and exploit subject matter content to sustain and extend student thought.

Objectives

1. Participants will be able to use analytical questions at appropriate stages of the instructional process to aid in the planning of lessons, units and courses of study.

2. Participants will be able to employ the "activity development model" to explore the learnings potential of selected learning activities and to improve the cognitive, skill and affective objectives growing out of the activities.

3. Participants will be able to use written and oral classroom questions following such models as Sanders, Parsons, Taba and Suchman which require higher level thought and to sequence these questions to develop a more complex and integrated cognitive structure on the part of the students.

4. Participants will be able to demonstrate a repertoire of teaching strategies. They will be able to gear these strategies to different learning situations in pursuit of self chosen objectives, and in accordance with the varied needs of students in the area of law-focused education.

Activity 1 Using Questions to Exploit Content Time: 10 minutes

Notes to the Instructor

You will model the following short lesson to demonstrate how teacher questions can be used to exploit subject matter content. The idea for the lesson was taken from an address by Isidore Starr (NCSS, Chicago 1974) in which he demonstrated "Ways of Introducing Law in the Curriculum."

Read or paraphrase the following situation:

No Vehicles in the Park

The townspeople of Beautifica established a nice park in the center of town. They wanted a place to get away from the hustle and bustle of city life, a place which provided a refuge from noise, and a place where they could go for peace and quiet. To insure this tranquility, the townspeople got the city fathers to pass the following statute, "No Vehicles in the Park!"

Pose the following questions--have participants answer by a show of hands.

1. John Smith lives on one side of town but works on the other. If he could cut through the park he would save twenty minutes a day going to and coming from work. Should the statute allow John to drive through the park.

2. Should sanitation trucks be allowed into the park to collect the peoples' garbage?

3. The police are chasing a bank robber and a trip through the park would allow them to capture the crook--should the police be allowed to drive through the park?

4. By cutting through the park an ambulance would save ten minutes getting an injured party to the hospital. Should the ambulance be allowed to drive through the park?

5. Should children be allowed to ride their bikes in the park?

6. Should Mrs. Thomas be allowed to use her baby buggy in the park?

What might the objective be for this activity? (Demonstrate the complexity of writing a law.) How did the questions help to achieve the objective? (Test the statute in a variety of situations.)

Activity 2 Using Questions to Formulate Concepts and Generalizations Time: 20 minutes

Notes to the Instructor

This is a simple concept development activity designed to generate such concepts as separation of powers, federalism, ideology, regionalism and several more. Although some of the concepts will be law-related the purpose of the activity is to demonstrate how questions can be used to generate higher level thought.

Write the following list of names on the board:

Senator Henry Jackson	President Gerald Ford
Justice W. O. Douglas	Governor Robert Ray
Representative Shirley Chisholm	Mayor Richard Daley
Councilman James Black	Representative Julian Bond

Pose the following questions:

What do you see on the board?
What can you note about them?
Which names would you group together?
What would you call the grouping?

Use the same grouping technique to list a number of concepts (i.e., separation of power). Take any one of the concepts you have isolated and write it in large letters on a clean portion of the board. Pose the question:

What comes to mind when you see this word?

Write all the answers given until you have 10 to 15 responses. Pose the question:

Can we arrive at a consensus on the attributes that define the concept?

Work with the data on the board to eliminate duplications and come up with 5 or 6 attributes of the concept that will stand the test of time. Opposite the concept you have just developed write the name of another concept that emerged from the classification exercise on political leaders. Pose the question:

What relationships do you see between these two concepts?
What general statement can you make about that relationship?
For example, the concepts "Separation of Power" and "Federalism" might suggest a generalization like "In a democratic society checks and balances are a necessary limitation on governmental authority," or "Our Founding Fathers respected authority but they feared its abuse." Of the generalizations made by the participants--which is more inclusive? Which is more truthful? Which is the most powerful?

Activity 3 — Pattern Search — Time: 15 minutes

Part of your responsibility as an instructor will be to debrief the various teaching strategies with the inservice teachers. This will eliminate the confusion which often occurs when the clues provided by a teacher's strategies are at variance with the intended outcomes of the lesson. It may be necessary to subscribe fairly close to the various strategy models in this

guide until they become part of your ongoing teaching behavior. Once this is accomplished, the models can be abandoned freeing you to improvise in any way you wish.

The search pattern described in FIGURE 7 may help you debrief the teaching strategies used in the workshop sessions. It should be used after completing any learning activity with a fairly well defined teaching strategy. At first you may have to supply the name of the teaching strategy and sequence, and have participants fill in the processes. Later they should be able to infer the strategy from the list of processes used.

FIGURE 7

Pattern Search
(Strategy-Sequence-Process)

Teaching Strategy	Teaching Sequences	Processes Used	
		Teacher	Students
i.e. Inductive Inquiry	i.e. Providing Encounters	presenting	grouping
		writing	labeling
		clarifying	enumerating
	i.e. Developing Organizers	questioning	discovering
		writing	seeing relationships
	i.e. Generalizing	questioning	inferring
		probing	describe cause and effect

The pattern search activity described above should help make the teaching strategies of *Perspectives* as much a part of the participants' teaching behavior as it would your own. The above pattern should describe your teaching

of Activity 2. Duplicate and distribute Appendix "E". The activity development model will suggest the wide range of learning, thinking and acting that can be built into learning activities. The instructional stategies will define the type of strategies used in this inservice program and will provide models for the type of strategies participants can use in their own law-related learning activities.

REVISED APPLICATION "B"
(Session 3)

So far the application "B" sections of the workshop have dealt with substantive structure of law and its general application in the classroom. In Session 1, participants were asked to develop a simple flow chart that presented their existing curriculum in a format suitable for analysis. In Session 2 they were asked to break down a set of general objectives common to most law-related education programs and to specify them in behavioral terms. This specification of objectives will continue into Session 3 but it will be expanded to involve the elaboration of a series of specific learning activities which will accomplish the behavioral objectives already developed and provide ideas for the generation of new objectives and activities. The Behavior-Specification Model (Appendix D) provided a graphic illustration of the role activity analysis can play in behavior specification. The exercise which follows is designed to help participants explore a range of law-related activities that are suitable for their own specific grade levels. It will provide, as well, the structure around which an entire law-related program is built. It is imperative that a lawyer or a person well versed in the law be available for consultation during the exercise. The framework for the exercise is the conceptual structure outlined in FIGURE 5 on page 24 of the guide.

As a point of departure have each team (K-2, 3-4, 5-6, 7-9, 10-12) report on the law-related objectives and activities it has already developed. The report of the K-2 teachers will treat the substantive concept authority. After the report and its subsequent discussion have the group explore the relationship between the substantive concept authority and the syntactical concept transaction. Pose the following questions making sure the discussion is recorded for later reference:

What transactions in the experience (family, school, neighborhood) of K-2 students illustrate the concept authority?
What learning activities can be developed to explore the concept?
What questions of justice most concern students of this age?

The report of the third and fourth grade team will treat the substantive concepts of authority and due process. After the report and its subsequent discussion have the group explore authority and due process as they relate to the syntactical concept participation. Pose the following question:

As students mature and are able to participate more fully in society what is the scope and limitations of that participation at the third and fourth grade level?
How can this student participation in the home, family, school and community build on the concept authority as it is treated earlier in the curriculum?
What learning activities involving student participation will explore the relationship between authority and due process?
What important generalizations should youngsters of this age be making about authority and due process?
What questions of justice most concern students of this age?

The report of the fifth and sixth grade team will treat the substantive concepts of authority, due process, and freedom. After the report and subsequent discussion, have the group explore the three concepts as they relate to the syntactical concept responsibility. Pose the following questions:

As students become increasingly more social in their behavior what is the scope and limitations of their freedom and responsibility at the fifth and sixth grade level?
How can these concepts be explored through existing social studies curriculum?
What new learning activities are needed to reaffirm existing legal perspectives and develop new ones which explore freedom and responsibility?
What questions of justice most concern students of this age?

The report of the junior and senior high teams will treat objectives and learning activities as they reflect many of the substantive and syntactical concepts of the program. The treatment of equality and diversity should encourage the participants in the exploration of a wide range of law perspectives appropriate to the diversity in the students own lives. Pose the following questions of the junior high teachers:

How can the existing social studies curriculum demonstrate the evolution of law and its impact on our social, economic and political institutions?
How can the Bill of Rights become a dynamic part of citizenship education?
How can the treatment of our criminal justice system help students cope with problems growing out of their changing environment?

Pose the following questions of the junior and senior high teachers:

What substantive law should the students have prior to graduation?
What legal perspectives will help students become functional citizens of a democratic society?
What legal perspectives will help students lead fuller and more rewarding personal lives?

The dialogue generated by the above questions should suggest a number of learning activities appropriate for each of the K-12 grade levels represented in the discussion. It is very important that the learning activities represent the use of correct legal content. It will be the job of the inservice lawyer to make sure that the suggested treatment distorts neither the letter nor the spirit of the law. An additional check on the validity of the legal content would be a review of a number of law-related curriculum projects. In

fact, these national projects should be the major source of the law curriculum used in the program. Participants should spend their time in the follow-up building meetings analyzing, modifying and adapting existing curriculum for their own uses. Several suggestions for inexpensive materials were made in Session 1. Assign Chapter 3 of *Perspectives* for the next district-wide meetings.

SESSION 4

Organization	Activities	Time Limits	Teaching Strategy	Classroom Organization	Materials and Equipment	Source
Experience	Activity 1	15 minutes	Inductive	Large group	• Contained in Session 4	TG
Analysis	Activity 2 Moral Education	45 minutes	Diagnostic Deductive	Large group Small group	• Handouts on moral reponses and classification system	TG
					• Contained in Session 4	TG
Application	Activity 3 Simulation Game	40 minutes	Simulation	Small group Large group	• Game contained in Session 4	TG
Application "B"	Program description assignment	20 minutes	Diagnostic	Individual Small group	• Format on p. 199	P
	Read Chapter IV of *Perspectives*	2 hours outside work			• Butcher paper--felt tip pens	

SESSION 4 Title--VALUES

Overview

Whenever there is talk of establishing a reality based curriculum, the question of values must inevitably be raised. The question should be faced for most topics worth treating the social studies will have emotional as well as logical implications. In Session 3 on questioning you treated the role questions can play in the cognitive development of students. In Session 4, on valuing, the focus will be on the affective domain. The purpose of the session is to demonstrate the interrelated nature of the cognitive and affective domains of learning and how classroom conflict can be the vehicle for raising the levels of moral reasoning in students.

Objectives

1. Participants should recognize the need for affective development on the part of students and be able to list worthwhile intellectual, public and personal values which correspond to the student role orientations they are developing in the classroom.

2. Participants will be provided a list of teaching strategies and values based learning activities. They will demonstrate their ability to match the value topics with the appropriate teaching strategy suited to explore the topics.

3. Participants will be able to write general affective objectives based on the Kohlberg model and exploit existing learning activities or create new learning activities which raise level of moral reasoning in their classes as a whole.

Activity 1 Classification of Values Time: 15 minutes

Write the following list of values on the board: (model an inductive teaching strategy)

search for understanding	social involvement	search for justice
sharing feelings	respect for logic	purpose in life
rational consent	multi causality	career satisifaction
search for meaning	effective citizenship	demand for verificacion
human dignity	satisfaction with self	life adjustment

Pose the following questions:

Developing concepts

What do you find in the list of terms?
Do any of these items seem to belong together?
Which ones would you group together?
What would you call the groupings you have formed?

Inferring and generalizing

I (or the author of *Perspectives*) have developed the following grouping: (rather than re-writing the list you might designate by three different symbols the grouping suggested below)

search for understanding	search for justice	purpose in life
respect for logic	rational consent	life adjustment
multi causality	social involvement	satisfaction with self
search for meaning	effective citizenship	career satisfaction
demand for verification	human dignity	sharing feelings

Pose the following questions:

What label would best describe these groupings? (scholarly-public-personal values)

Why would these labels developed to describe cognitive objectives also be appropriate to describe affective objectives? (There is a close interrelationship.)

What kind of learning activities and teaching strategies would be appropriate to accomplishing the values listed as scholarly values, public values and personal values? (Discrepant data-Scholarly) (Public issues-Public) (Open-ended-Personal)

Which cluster of values is most appropriately treated in law-related education? (Recognize that there will be a great deal of overlap but law-education does develop the public man orientation.)

Activity 2 — Moral Education — Time: 45 minutes

Notes to the Instructor

The treatment of moral education from a cognitive developmental approach has a great deal of appeal. Although a background for this approach to values education is not provided in *Perspectives*, an attempt to provide it will be made in this guide. The effort will be made because the Kohlberg approach to values combines content and processes, a combination which is lacking in most "values for values sake" approaches to the subject. This is particularly important when the content focus is on law-related education which provides many opportunities for meaningful moral development on the part of youngsters.

It is difficult to launch into a substantive theory of learning in two short activities. For your own background and the background of the participants, the following sources are highly recommended:

Lawrence Kohlberg. "The Child as a Moral Philosopher."

Psychology Today, V. 7 (1968), pp. 25-30.

Lawrence Kohlberg and Elliot Turiel. "Moral Development and Moral Education." In G. Lesser (ed.), Psychology and Educational Practice. (Chicago: Scott, Foresman 1971), pp. 410-465.

The January 1975 edition of Social Education, V. 39, No. 1 has an entire issue devoted to moral education.

Possibly the best inservice format for learning the system is contained in How Moral Am I, a kit prepared by Gerard A. Pottebaum, A Tree House Production, published by William H. Sadlier, Inc., New York, 1972-73.

The problem with the Kohlberg system stems from its lack of verification outside of Kohlberg community at Harvard. He based his original study on 75 young boys and followed their moral development over a 14 year period. His research methodology has been soundly criticized, just as Piaget was criticized in the work he did. There is little doubt that the reliability of the research leaves much to be desired.[1] On the other hand, the validity of Kohlberg's work, as that of Piaget before him, is less in doubt. It is the author's personal opinion that the system does have merit. An even better reason for including cognitive moral development is its superiority over most of the alternatives available to us.

Activity 2 will attempt to do two things. The discussion of the values relativity dilemma and the "bag of virtues" dilemma will demonstrate the bankruptcy of the traditional approaches to values education. The moral dilemmas on stealing and mercy killing will introduce participants to the classification system associated with Kohlberg's six stages of moral development. The simulation in Activity 3 will provide some limited application of the Kohlberg system to law-related education.

Read the following dilemma and pose the questions which follow it:

The Bag of Virtues Dilemma

> You're a good man Charlie Brown, you have humility, nobility and a sense of honor that are very rare indeed. You are kind to all the animals and every little bird, with a heart of gold, you believe what you're told, every single solitary word. You bravely face adversity, you're cheerful through the day, you're thoughtful, brave, and courteous. You're a good man Charlie Brown - you're a prince and a prince could be king, with a heart such as yours you could open any door - if only you weren't so wishy-washy.[2]

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[1]Kurtines, William, and E. B. Grief, "The Development of Moral Thought: Review and Evaluation of Kohlberg's Approach," Psychological Bulletin, Vol. 81, No. 8, August 1974 (pp. 453-470).

[2]Kohlberg, Lawrence, and Turiel, Elliot, "Moral Development and Moral Education," in G. Lesser (ed.), Psychology and Educational Practice (Chicago: Scott, Foresman, 1971), p. 424. Material reprinted with permission from Jeremy Music, Inc.

In what way might this be a dilemma for teachers?
What approach to values education is suggested by the reading?
What are the limitations of this approach?
If you can teach from a bag of virtues, what should these virtues be?

Read the following dilemma and pose the questions which follow it:

Values Relativity Dilemma[1]

My class deals with morality and right and wrong quite a bit. I don't expect all of them to agree with me, each has to satisfy himself according to his own convictions, as long as he is sincere and thinks he is pursuing what is right. I often discuss cheating this way but I always get defeated, because they still argue cheating is all right. After you accept the idea that a kid has the right to build a position with logical arguments, you have to accept what they come out with, even though you feel it's wrong and even though you drive at it ten times a year and they still come out with the same conclusion.

What is this teacher's dilemma?
What approach is being taken to values by this teacher?
What are the limitations of this approach?
If values are relative to the individual (or to the group as in Nazi Germany) could genocide be an acceptable value position?

Generally, values are treated in terms of products that well-meaning teachers bestow on students. Kohlberg changes this orientation by concentrating on the way people think about values. Students are "moral philosophers" in their own right. The values the students arrive at are not as important as the process they use to reason through a value issue. Kohlberg has empirical research suggesting that students progress step by step through at least five (possibly six) qualitatively distinct stages of moral reasoning. These stages are sequential and invariant. Teachers can raise these levels in students by modeling moral reasoning at least one stage above the students. Students are challenged by moral reasoning at one level above their own and with opportunity will naturally move to progressively more abstract, differentiated and finally more integrated stages of moral reasoning.

The two moral dilemmas and the scrambled responses which follow them will provide participants an opportunity to classify the responses in terms of the levels of reasoning they seem to represent. Read both dilemmas to the entire group and then split the group into several smaller groups

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[1]Kohlberg, Ibid., p. 412.

(4 or 5 in each) assigning half the groups the stealing dilemma and the other half the mercy killing dilemma. Ask each small group to rank order, from the lowest to the highest, the level of moral reasoning suggested in the response handouts.

On Stealing the Drug

In Europe a woman was near death from cancer. One drug might save her, a form of radium that a druggist in the same town had recently discovered. The druggist was charging $2000.00, ten times what the drug cost him to make. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together half of what it cost. He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later but the druggist said no. The husband got desperate and broke into the man's drug store to steal the drug for his wife.

Should Heinz have stolen the drug? Why?

Rank order the responses on stealing

"I have a right to the services of my wife, and naturally I regard this as more important than whatever rights the druggist may claim. No one is going to look out for my interests or my wife's unless I do."

"My wife and I promised to love and help each other, whatever the circumstances. We chose to make the commitment, and in our daily life together it is constantly renewed. I'm therefore committed to saving her."

"God would punish me if I let her die. I'd go to Hell."

On Mercy Killing

The drug didn't work, and there was no other treatment known to medicine which could save Heinz's wife, so the doctor knew that she had only about six months to live. She was in terrible pain, but she was so weak that a good dose of pain-killer like ether or morphine would make her die sooner. She was delirious and almost crazy with pain, and in her calm periods, she would ask the doctor to give her enough ether to kill her. She said she couldn't stand the pain and that she was going to die in a few months anyway.

Should the doctor do what she asks and give her the drug that will make her die? Why?

Rank order the responses on mercy killing

"A human life takes precedence over any other moral or legal value, whoever it is. A human life has inherent value whether or not is is valued by a particular individual. The worth of the individual human is central, where the principles of justice and love are normative for all human relationships."

"He should not. If he did it would be murder because she has six months to live, but the lady wanted to kill herself so that would be suicide."

"The principles at stake here include the love of my wife and me for each other, the value of a human life, and the threat to this life caused by exploitive commercial relationships. No contract, law, obligation, private gain or fear of punishment should impede me from saving her, or impede any man from saving those he loves. I will steal the drug, especially for her, but also for all those who might suffer in similar situations. I will do it publicly so that this society may cease to sacrifice human relationships to the profit motive."

"I regard myself as a tender and loving husband; as such I'm going to do what any half decent husband would do--save his family and carry out his protective function."

"When we entered into the state of holy matrimony, my wife and I submitted ourselves to a higher law, the institution of marriage. The fabric of our society is held together by this institution. I know my lawful duty when I see it."

"It's her own choice. I think there are certain rights and privileges that go along with being a human being. I am a human being and have certain desires for life, and I think everybody else does too. You have a world of which you are the center, and everybody else does too, and in that sense we are all equal."

"Not do it. Because it would be murder and then he would be in jail for life and if he did get out he would have to start all over again and would have to find a new job."

"Tell her that she will have to live with the pain until she dies. Because then he won't be blamed if she takes an overdose."

"Do not give it to her! Her husband loves her. She should spend as much time with him as is permitted. Who knows, maybe a cure will pop up or a miracle will happen."

When debriefing the activity have one group match their answers with the other group to compare each of the stages. Usually the groups will come very close to the way Kohlberg actually classified these same responses. His classification is suggested below.

On Stealing	On Mercy Killing
2	6
5	4
1	5
6	1
3	2
4	3

The above responses are prototype examples of pure stages at each level. In most cases people are between stages operating at times in one stage and then in another. The handout which follows will define the six stages using Kohlberg's system of classification.

HANDOUT

CLASSIFICATION OF MORAL JUDGMENT INTO LEVELS AND STAGES OF DEVELOPMENT

Levels	Basis of Moral Judgment	Stages of Development
	Preconventional Level	
I	Moral value resides in external, quasi-physical happenings, in bad acts, or in quasi-physical needs rather than in persons and standards.	Stage 1: Obedience and punishment orientation. Egocentric deference to superior power or prestige, or a trouble-avoiding set. Objective responsibility. Stage 2: Naively egoistic orientation. Right action is that instrumentally satisfying the self's needs and occasionally others'. Awareness of relativism of value to each actor's needs and perspective. Naive egalitarianism and orientation to exchange and reciprocity.
	Conventional Level	
II	Moral value resides ir performing good or right roles, in maintaining the conventional order and the expectancies of others.	Stage 3: Good-boy orientation. Orientation to approval and to pleasing and helping others. Conformity or natural role behavior, and judgment by intentions. Stage 4: Authority and social-order maintaining orientation. Orientation to "doing duty" and to showing respect for authority and maintaining the given social order for its own sake. Regard for earned expectations of others.
	Post-Conventional Level	
III	Moral value resides in conformity by the self to shared or shareable standards, rights, or duties.	Stage 5: Contractual legalistic orientation. Recognition of an arbitrary element or starting point in rules or expectations for the sake of agreement. Duty defined in terms of contract, general avoidance

Levels	Basis of Moral Judgment	Stages of Development
		of violation of the will or rights of others, and majority will and welfare. Stage 6: Conscience or principle orientation. Orientation not only to actuality ordained social rules but to principles of choice involving appeal to logical universality and consistency. Orientation to conscience as a directing agent and to mutual respect and trust.

Activity 3 — Simulation Game — Time: 40 minutes

I hear you but I don't understand!

"I hear you but I don't understand" is a simulation built on the environmental model inherent in Kohlberg's six stages of moral reasoning. The scenario for the game is the typical classroom setting where teachers and students confront a variety of moral issues that arise through everyday classroom interaction. Depending on the number of participants the roles must include a teacher as the mediator of the conflict and two students acting out situations which model the various levels of moral reasoning. In groups of ten or less the instructor can be the outside observer. In groups larger than ten, one-two or three observers can be assigned to each of the four groups engaged in the role playing encounters.

To begin the game have the participants count off in series so that there is one teacher and two students in each group. The game is designed for four groups at a maximum but it could operate with as few as one 3 member group. If there are more than 12 participants as many as 2 or 3 participants could act as observers and be assigned to the four groups.

Rules: Participants should have about 10 minutes to study their roles.

When everyone is ready each conflict situation will last about 5 minutes and then time will be called.

The simulation should go on for two 5 minute rounds.

In the first round the students should simulate the conflict both using the same level of moral reasoning to structure their responses.

In the second round the students should simulate the same conflict but approach the problem from different levels of moral reasoning. One, for example, might argue from Stage II, the other from Stage IV.

Teachers should switch groups from round 1 to round 2 so they don't interact with the same students.

The observers will have the primary responsibility of observing the interaction and debriefing the activity once it is over.

TEACHER'S ROLE

You will be asked to deal with a series of emotional conflicts between students. The conflicts will revolve around typical classroom situations in which questions of authority, due process, freedom, and equality test your own ability to resolve conflict in a just and effective manner.

In solving any classroom conflict the following steps should be taken:

1. Exert your own authority to see that the conflict is resolved peacefully rather than violently.

2. Get each of the students to articulate the problem from his or her own position in the conflict.

   a. Help students see the nature of the dilemma.

   b. Test for the level of reasoning of the students.

3. Formulate an alternative set of behaviors for solving the conflict at the student's level of reasoning-plus one.

   a. If you reason through the dilemma at a level below the students they will tend to ignore you and continue the conflict.

   b. If you reason through the dilemma at a level two or more stages above the students they will hear you but not understand.

   c. If you reason through the dilemma of the same level of the students they will passively accept your authority.

   d. If you reason through the dilemma at one level above the students the conflict will be resolved to the demonstrated satisfaction of the participants involved.

In determining the correct level of student and teacher response the following chart should be helpful:

Stage	Student Response	Stage	Teacher Response
I	This is the youngster who behaves morally because of the fear of punishment. Justice if punitive-"An eye for an eye, a tooth for a tooth."	II	A teacher responds that morality is doing things that are instrumentally rewarding. Justice is distributive. If you are good you receive benefits. If you are bad the benefits are denied.
II	This is the youngster who behaves selfishly. Goodness is measured by the satisfaction of personal needs. Justice is making sure you share in the benefits of society. Justice is denied when you are made to share the burdens of society.	III	A teacher responds that being selfish is not very nice (or cool). You don't make friends by being selfish. Justice is procedural in that if you do not share you will be setting a bad example.
III	This is a youngster who wants to please and help others. Justice is making sure that everyone is treated fairly. Often behavior is judged by intentions.	IV	A teacher responds that just being nice or having good intentions is not enough. Society must have rules that protect property and physical well being. Without law and order there is only chaos.
IV	This is a youngster who believes in the letter of the law. It is one's duty to obey legitimate authority. Without authority and rules there will be no social stability.	V	A teacher responds that laws are not absolute. Society changes so must the rules that govern society. In personal areas you have a great deal of freedom. Your own freedom ends when it encroaches on the freedom of others. Justice is based on fulfilling our contractual responsibilities as citizens. We have a right to oppose a government that has broken its contract with the people.

STUDENT'S ROLE

You are asked to create a conflict situation over such legal concepts as authority, due process, freedom, and equality. The situation should involve a dilemma that is typical of what might happen in a school setting. In the first round your roles should simulate the same level of moral reasoning characterized by the first four stages of moral reasoning. In the second round, with a new teacher, you should select different levels of reasoning but simulate the same conflict situation.

Your initial reaction to the teacher will be one of cooperation. That cooperation, however, will depend on the following teacher response.

1. If the teacher's resolution of the conflict represents a level of reasoning below the one you are simulating you may ignore it and continue the conflict.

2. If the level of reasoning is two or more stages above your level you will respond "I hear you but I don't understand."

3. If the level of reasoning is the same, passively accept the teacher's authority.

4. If the level of reasoning is one stage above your own indicate a positive acceptance of the way the teacher responds.

Develop your conflict situation around the content and level of moral reasoning suggested on the following chart:

MORAL EDUCATION
(The Search for Justice)

Stage	Authority	Due Process	Freedom	Equality	Justice
I Obedience punishment orientation	Blind obedience to authority. Authority is commensurate with the power to punish. Authority is associated with people who have the ability to punish.	Rigid adherence to rules. Due process is not defined by procedures but by the severity of punishment that accompanies bad behavior. Badness is a general category and there are no degrees of evil. Evil is always punished.	Little personal freedom in the face of authority and the threat of punishment. The constraints on freedom are external.	Any transgression is serious. Equality is the certainty of punishment for all transgressions. There is little understanding of diversity.	Justice is punitive based on the certainty of external rewards and punishments.
II Self Interest Orientation	Authority is situational, it is relative to the self's needs. Authority is not an issue unless it frustrates material gratification.	Due process is important in the fair allocation of property. Due process is denied when it goes against the self interest. Due process insures that if "I scratch your back you will scratch mine."	Considerable personal freedom to pursue pleasure. There is little or no responsibility that accompanies freedom. Constraints on freedom are situational.	Naive egoism-some people are more equal than others. The amount you own is a measure of your worth.	Justice is distributive, heavily concerned with property and the fair distribution of the benefits and sometimes the burdens of society.

Stage	Authority	Due Process	Freedom	Equality	Justice
III Good-boy Good-girl Orientation	Authority is of equals and is mutually agreed upon. There is deference to authority if it is positive. Negative authority is avoided because it offends people.	Due process becomes an end in itself because it insures that people will receive fair treatment. Due process, however, must consider people's intentions as well as their actual behavior.	Freedom is closely tied to role expectations. Freedom and responsibility are linked together. Responsibility is in reference to maintaining societal norms and conventions. The constraints on freedom are social.	Equal treatment is a virtue. There is a high degree of conformity therefore, diversity is not looked upon as a virtue.	Justice is procedural in that it insures that people will be treated fairly. This justice is important because it minimizes conflict and unpleasantness.
IV Authority and social order Maintaining orientation	Authority is necessary for order and stability. Authority demands respect.	Due process is good when it makes people accountable to the law. Due process is bad when it becomes a way guilty people can escape justice.	Freedom of the individual is subordinate to law and order. Responsibility is important in the maintenance of national values. Constraints are institutionalized.	There should be equality before the law. Everyone big or small is answerable for his behavior. There is little consideration for diversity; all people should have the same opportunities.	Justice is corrective in that it insures that fair correction of wrongs and abuses.

Stage	Authority	Due Process	Freedom	Equality	Justice
V Social Contract Orientation	Authority is vested in people who determine how it is exercised. People must give up freedoms to live in society. If authority is abused the people can take it back.	Due process is critical because it is a tool that protects people from abusive authority. It insures the just settlement of disputes and the resolution of conflict.	Freedom of the individual is only limited by the contractual obligations that accompany citizenship. The constraints are contractual.	In things requiring equality there should be equal treatment. At times equality demands that people should be treated differently. Society should establish standards of equality.	Justice is contractual and exists as long as neither party violate the contract.
VI Conscience Orientation	Authority transend man and exists in the higher realm of reason. Man can disregard authority when it is counter to the universal values which give meaning to life.	Due process is important but it is subordinate to the higher goal of maintaining human dignity. Due process is important because it provides a redress for grievances in questions of human justice.	Freedom of the individual is guided by conscience and by self chosen ethical principles.	Equality is an ideal which should guide human behavior.	Justice is a universal standard that measures the goodness or badness of any act, or law or institution.

OBSERVER'S ROLE

Observers should be provided both teacher and student roles. Your major responsibility is to act as impartial observers. While the conflict is going on make notations on the interaction citing unusual behavior and instances where communication breaks down. In the debriefing session after the game pose the following questions:

1. What was the conflict all about?
2. How did the teachers feel during the conflict?
3. How did the students feel during the conflict?
4. Did the participants stick to their role assignments?
5. Does this simulation approximate what really takes place in school?
6. How does it <u>not</u> approximate reality?
7. Would this system help or hinder good classroom management?

REVISED APPLICATION "B"
(Session 4)

Affective education in law-related areas can be treated in two ways. Probably the most pervasive treatment is through the teachers own internalization of the concepts and principles of law. If teacherś behavior is based on the consistent application of legal perspectives these perspectives will become part of the school's hidden curriculum. The hidden law curriculum will be manifested in the way teachers manage their classes and the way they resolve the conflict which arises as a natural outgrowth of social interaction of the classroom.

A second and perhaps more systematic treatment of affective education would be to exploit existing learning activities for their affective growth potential. So far the objectives that have been generated in Sessions 1-3 are cognitive in nature representing a public man-student role orientation. Almost every learning activity that treats the substantive and syntactical concepts of law will also treat questions of justice which are the affective manifestations of the cognitive learning activities. At this point in the evolution of a law education program, it is highly desirable to formalize the curriculum work done so far.

Have each team of participants (K-2, 3-4, 5-6, 7-9, 10-12) follow the format suggested on p. 199 of *Perspectives* to describe their law-related learning activities. These descriptions should be general in nature and be written on butcher paper or on overhead transparencies so they can be shared with the entire group. Commensurate with describing the learning activities, an effort should be made to explore the activities for their affective potential and to formulate affective objectives for the activities. In formulating these objectives participants will be dealing mainly with public values but they may also write objectives around appropriate intellectual and personal values. While describing the activities keep in mind the potential certain teaching strategies like discrepant data, public issues and the open-ended approaches have for exploiting law-related content. Keep in mind that learning activities may contain various moral dilemmas which can be used to raise the level of moral reasoning of students.

The task of formalizing the program should continue on into the building meetings. By Session 5 participants should have completed the task and have read Chapter 4 of *Perspectives*. The completed activity descriptions will be the content focus of Session 5.

SESSION 5

Organization	Activities	Time Limits	Teaching Strategy	Classroom Organization	Materials and Equipment	Source
Experience	Activity 1 Opener	15 minutes	Inductive Inquiry Diagnostic	Large group	• Directions from Guide-- • Picture from p. 83 *Perspectives*----------	TG P
Analysis	Activity 2 Planning for Inquiry	30 minutes	Diagnostic	• Small group • Large group activity	• Directions from Guide--	TG
Application "B"	Directions In class application	60 minutes	Diagnostic	small group/ large group	• Directions from Guide--	TG
	Out of class application Read Chapter V *Perspectives*	2-3 hours (out of class)	Diagnostic	• Participants will use both inquiry perspectives to analyze and improve their own units of study.	• Suchman Model, Chapter IV---------- • Model lessons, p. 132-133---------- • Model evaluation, p. 206-210----------	P P P

SESSION 5 Title--INQUIRY

Overview

Inquiry has been defined thus far as a series of teaching strategies which promote active student involvement in the learning process. This is in contrast to expository teaching which at its worst, places the student in a passive role and amounts to the memorization of what the teacher or other authority sources say and do. The shift in curriculum from the passive to the active individual is more than a shift in strategies. Inquiry involves a deeper understanding of how students learn. It is based on the knowledge, skill and attitudes a teacher brings to learning and on the teacher's ability to utilize subject matter organizers in the creation of meaning for students. One purpose of the session is to explore inquiry through planning perspectives which establish and maintain an open learning environment. Another purpose is to explore inquiry through the responses and behavior patterns of students involved in the inquiry process.

Objectives

1. Participants will be able to use the general model of instruction to analyze the type of inquiry that is built into their law-related learning activities.

2. Participants will use the Suchman Model of Inquiry to analyze the learning, thinking and action required of students in their law-related education activities.

Activity 1 — Opener — Time: 15 minutes

Have participants turn to the cartoon of the old man and student in the Analysis Section of Chapter IV. Give them a few minutes to analyze the picture and pose the following questions: (record student responses to the first two questions on the board)

(a) What do you see?

(b) What things come to mind when you look at the picture?

(c) What does your data imply about educational planning?

(d) What does it imply about educational objectives?

(e) What does it imply about thinking?

(f) What does it imply about valuing?

(g) What does it imply about the nature of man in relationship to society and learning?

(h) What does it imply about an open learning environment?

Activity 2 Planning for Inquiry Time: 30 minutes

Because the participants have planned their own activities and have gone through the different phases of curriculum development, apply the following questions to the law-related activities they have developed thus far. Teachers might be grouped K-2, 3-4, 5-6, 7-9, 10-12 and answer these questions within the small group. The spokesman for the group might report their findings in a general debriefing at the conclusion of the activity.

- In the area of rationale:
  - (a) What does the activity assume about the nature of the individual?
  - (b) What does the activity assume about the nature of society?
  - (c) How are the society and individual related?
- In the area of objectives:
  - (a) What is expected of the teacher? (goal orientation)
  - (b) What is expected of the student? (task orientation)
  - (c) Do the materials serve the objectives as they are stated.
- In the area of instructional procedures:
  - (a) Are the students allowed to take an active part in their own learning?
  - (b) Do the strategies provide variety in learning?
  - (c) Are the teaching strategies consistent with the objectives of the lesson?
- In the area of instructional sequence:
  - (a) Are cognitive skills ordered in such a way that they raise the level of student thought throughout the activity?
  - (b) Do the data in the activity reflect reality, and does it raise sound intellectual and value issues?
  - (c) Do the concepts used in the lesson become tools which students can use to explain and understand their world?
  - (d) Are the generalizations students draw from the application of the various concepts academically sound and subject to scientific verification?

(e) How might the activity be improved?

(f) How does it provide for an open learning environment?

REVISED APPLICATION "B"
(Session 5)

One of the problems with most of the existing curriculum in law-related education is the lack of imagination and variety of its teaching strategies. For most of the materials, the case study method is used consisting of a written case study in law followed by a series of discussion questions based on the case study in question. Teachers who are sensitive to how students learn recognize that there are many teaching strategies. A teacher should be able to gear their strategies to the objectives at hand, to the type of content they are treating, and to the intellectual, psychological and moral needs of their students. Sessions 1-4 have treated inquiry teaching from a planning perspective or through ways in which law-related education can be programmed into the K-12 curriculum. Session 5 will treat inquiry from the vantage point of the learner and how law-related perspectives can become an operational part of the students' ongoing behavior in and outside the classroom.

Have each team of teachers present a representative sample of their law-related learning activities. Using the Suchman Model of Inquiry as a method of analysis, discuss each of the activities in terms of encounters, intake, storage, motivation and action. Throughout the discussion attempt to relate the type of behavior suggested in the activity objectives with the type of student behavior generated in the activity itself. Have participants suggest teaching sequences and strategies which might better insure the accomplishment of the activity objectives. As the various presentations are made attempt to highlight the sequential nature of the cognitive, affective and skill objectives treated in the law-related education program.

The assignment for the building meeting would be to formalize the learning activities even further. Following the format suggested on pages 132-133 of *Perspectives* write up the learning activities so that they can be taught in the classroom. Over the next month teach as many of the activities as possible. The suggestions from pages 206-210 of *Perspectives* will help you evaluate the activities and suggest ways of improving them.

SESSION 6

Organization	Activities	Time Limits	Teaching Strategy	Classroom Organization	Materials and Equipment	Source
Experience	Activity 1 Grab the Bananas	20 minutes	Simulation	Small group/ large group	• Game materials from Guide----------	TG
Analysis	Activity 2 Activity Analysis	35 minutes	Diagnostic	• Participants in pairs • Individual or pairs	• Appendix "D"---------- • Directions from Guide-- • Application "B"--------	TG TG P
Application "B"	Assignment of teacher made simulation	25 minutes		• Participants will use model to build their own simulation.	• Application "B"-------- • Prototype Evaluation, Chapter VI----------	P P
	Review for cognitive test over first 6 sessions. Read Chapter VI, *Perspectives*	Out of class assignment 2-3 hours	Individual Effort			

SESSION 6 Title--SIMULATION

Overview

Simulation is no panacea for the ills of education, but it does offer an alternative approach to effective learning in the social studies area. Simulation can be an effective learning technique because it takes account of the vital areas of student interest and motivation. A properly designed simulation will totally involve students in a decision-making learning activity. This involvement will tap the students existing experiences and organizers and provide a forum through which new meaning can be created. Role playing will allow students to vicariously encounter the dilemmas faced by real decision makers. Students will experience the scope and nature of problems in a format that reduces the complexity of the problem so that it can be dealt with in the classroom. The format isolates the important problem variables so that students have clear alternatives and some notion of the variety of consequences involved. In the final analysis, simulation allows students to test their conclusions in light of simulated consequences and use this experience as a basis for class discussion.

The purpose of this session is to demonstrate the utility of simulation as a way of treating both the logical and psychological aspects of a problem. Participants will be able to use simulation to get students into problems and into the decision making associated with solving the problems. Simulation will also provide participants a laboratory situation for testing social theory in the classroom and the wherewithal of making the study of social behavior a manageable and interesting educational goal.

Objectives

1. Participants will be provided simple zero-sum game format and be able to exploit the format in terms of its potential for law-related learning in the classroom.

2. Participants will be able to sequence their teaching behavior so as to maximize the learning potential of simulation. They will be able to alter their teaching strategies from the game introduction, the game activity and the game debriefing making sure the strategies fit the appropriate teaching roles required.

3. Participants will be able to develop their own simulations in the area of law-related education.

Activity 1 Grab the Bananas Time: 15 minutes

This is a short simulation activity that is a take off on the famous Prisoners' Dilemma, most associated with Anatol Rapoport. In the original game two parties A and B were prisoners faced with the choice of keeping silent or squealing on each other. In this variation of the original game William Nesbitt demonstrated that the zero-sum format can be applied to different content and different simulated environments. After this initial

experience, Activity 2 will require that the participants apply the game to law-related education.

Roles

Participants should be divided into groups of three, with two of the participants designated as player A and player B. The third person will be the scorekeeper and referee.

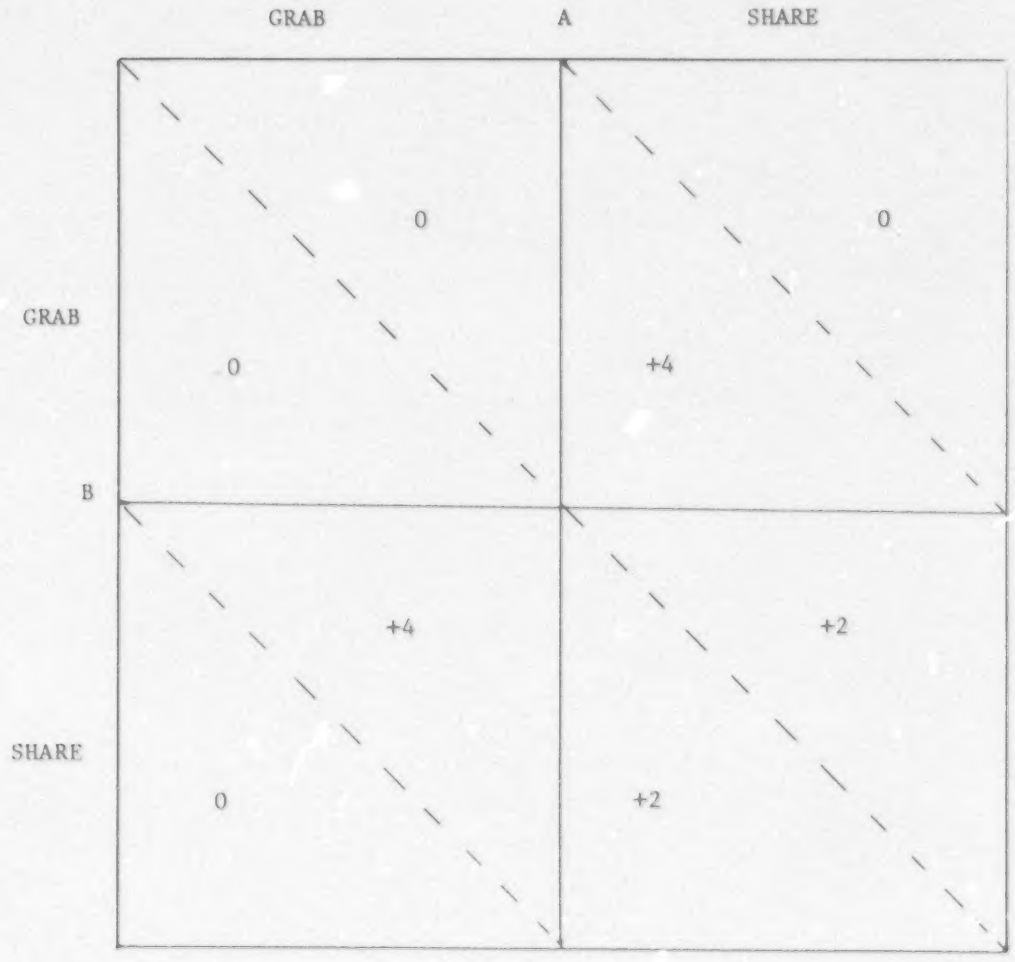
Rules

The players have only two choices: they can grab the bananas or they can share. If both of the participants share, the scorekeeper will give each participant 2 bananas in the round in question. If one person grabs and the other person shares it is assumed the person who grabs will get the bananas. In this situation the scorekeeper gives the grabber 4 and the sharer 0 bananas. If both participants grab, it is assumed that the bananas are destroyed giving zero bananas to each participant. The referee will say "1, 2, 3, Show" for each round where upon each player will simultaneously bring a hand up from under the table with an open hand representing sharing or a closed fist representing grabbing.

Scenario

The participants are sole survivors of a shipwreck and have reached, in weakened condition, a deserted island. Cultural differences prevent any communication between A and B. Rescue is uncertain but a ship is expected to pass the island in ten days. The only food on the island is bananas and the survivors can only gather four a day. There is a question if the two people can survive on only four bananas a day. Participants should begin their choice making - either grab or share. Scorekeepers should use the worksheet to record their scores.

GRAB THE BANANAS: A Simple Example of a Simulation Game*



POINTS

	A	B
Rounds 1	___	___
2	___	___
3	___	___
4	___	___
5	___	___
6	___	___
7	___	___
8	___	___
9	___	___
10	___	___

*Adapted from: Nesbitt, William A. Intercom, Center for War and Peace, Summer 1974, p. 4-5.

Debriefing

Pose the following questions to debrief the activity:

What happened during the game?
What groups did better than others during the game?
Why did some groups do better than others?
What is the environmental model of the simulation?
How closely does it reflect choice making in the real world?

Activity 2 — Activity Analysis — Time: 30 minutes

Participants should be provided a choice on the way "Grab the Bananas" might be used in law-related education. The first choice, and possibly the easiest, would be to modify the game itself to exemplify law-related themes. What legal concepts might the activity contain? What changes in format might make these understandings more pronounced? What debriefing questions would develop the best law-related generalizations?

As a second choice the participants might take the two person zero sum format and adapt it to a completely new environment. This would parallel the type of change that Nesbitt used to transform the Prisoners' Dilemma into Grab the Bananas. In either case Appendix "D" Behavior Specification and Application "B" from *Perspectives* should help them complete the assignment.

Activity 3 — Workshop Evaluation — Time: 20 minutes

This is a formal review of the cognitive evaluation that will constitute most of Session 7. Duplicate and hand out for discussion the cognitive objectives for the workshop, p. 5. Participants should be ready to perform any of the objectives that can be measured on a paper and pencil test, so participants should prepare by mastering the information suggested in the handout. Chapter VI contains a prototype test for *Perspectives*. Many of the test items will be similar but the content focus of the items will be law-related. Review the test yourself and provide any other data you think would make the test a fair assessment of participant learning.

APPLICATION "B"
(Session 6)

Simulation are useful learning activities for initiating or summarizing instructional units. The simulation activities suggested by most law-focused curriculum are based on the mock trial. Examples of mock-trial simulation abound in the literature and can be used effectively in any law education program. It might be an interesting challenge to the participants if they were to develop their own simulations in law-related education that do not rely on the mock-trial format. The six-step process for constructing simulations on p. 109-110 of *Perspectives* would help them develop their own simulations. An equally effective approach would be adapt existing simulation games to illustrate law-related educational themes. These simulation activities will provide the content focus for the building meetings. Participants will be evaluated in Session 7 over their understanding of the first six chapters of *Perspectives* and the content treated in the inservice program. The cognitive evaluation instrument will be similar to the one developed in Chapter 6 but the content of the test items will measure the objectives stated on p. 100 of this guide. The affective evaluation instrument will be the same as the one administered in Session 1, (Appendix A).

SESSION 7

Organization	Activities	Time Limits	Teaching Strategy	Classroom Organization	Materials and Equipment	Source
Experience	Activity 1 Affective Evaluation	15 minutes	Diagnostic	Individual	• Questionnaire on Teaching, Appendix "A"	TG
	Activity 2 Cognitive Evaluation	90 minutes	Diagnostic	Individual	• Materials from Appendix "G"	TG
Analysis	Activity 3 Test Construction and Analysis (Affective)	30 minutes	Didactic and Diagnostic	Large group	• Affective Test Construction and Analysis, Appendix "F"	TG
Application "A"	To be done after the next session					
Application "B"	Activity 3 Test Construction and Analysis Cognitive	1-2 hours (out of class)		• Participants will prepare Appendix "E" and part of Analysis Section for the next session	• Materials from *Perspectives*, Analysis Section, Chapter VI	P

PART A

WORKSHOP EVALUATION -- CHAPTER VI

SESSION 7 Title--WORKSHOP EVALUATION

Overview

Evaluation has been defined throughout these workshop sessions as a formative process of examination in which outcomes are measured against predetermined standards for the purpose of improving instruction. This definition stresses decision making on the part of the teacher and the way that teacher's decisions can improve various aspects of instruction. The concept "cybernetics" introduced in Session 1, describes this goal-setting, goal-maintenance aspect of instruction. Objectives provide the goal setting function by establishing standards against which the entire instructional process is measured. Evaluation in instruction is ongoing, measuring the degree to which educational objectives are translated into meaningful behavior change. Goal maintenance consists of the self-corrective feedback mechanism based on this change. If student behavior does not correspond to the standards, the standards, the instructional procedures, and even the evaluation itself can be modified so that a fit or correspondence is reached. Cybernetics will aid this discussion of evaluation for it recognizes both the intuitive and the formal aspects of evaluation.

Intuitive evaluation goes on constantly in the classroom where hundreds of immediate decisions must be made. Evaluation feedback for these immediate decisions must be functional, provided at a time and in a manner which will maintain the goal orientation of instruction. Part I of *Perspectives* and the first six workshop sessions have attempted to provide the methodological perspectives required of evaluation. There are times, however, when evaluation must be formal, where nothing less than exacting measuring instruments are needed for the substantial decisions required of teachers. Accountability demands that performance based criteria be written into instruments which measure student growth. Accountability also demands that the cognitive, affective and skill objectives of this inservice program be measured. The evaluation instruments used in this session will evaluate your effectiveness as an instructor along with the effectiveness of the objectives, content, learning activities, teaching strategies and evaluation of *Perspectives* and the inservice program outlined in this *Presenter's Guide*.

Objectives

1. Participants will be provided cognitive and affective evaluation instruments which will measure their mastery of the inservice objectives. They will be able to recognize the functional relationship between inservice objectives and the test items used to measure the objectives.

2. Participants will be able to judge the evaluation instruments used in *Perspectives* and criticize them in terms of such instructional components as: objectives, assessment, activities, implementation, evaluation and hidden components.

Activity 1 — Affective Evaluation — Time: 15 minutes

(1) Pass out the "Questionnaire on Teaching" (Appendix "A").

(2) Explain that this is a post test designed to measure the affective domain and the changes in attitudes and beliefs that have resulted from this inservice workshop. It will measure the change against a similar questionnaire completed at the outset of the program. This instrument will not be used for grading purposes so be as honest as possible in your answers.

Activity 2 — Cognitive Evaluation — Time: 90 minutes

(1) Duplicate and hand out the cognitive evaluation instrument in Appendix "G" of the guide.

(2) Explain that this test is cognitive in nature and evaluates the knowledge, understanding and applicability of the various methodological perspectives treated in the workshop. The test should take about 90 minutes but there is no reason that participants should not be allowed ample time for the test.

Activity 3 — Test Construction and Analysis — Time: 30 minutes

(1) Hand out Appendix "F" on "Affective Test Construction and Analysis." Participants should have before them their pre- and post-test attitude questionnaires. Provide an opportunity for transferring the test scores from both tests to the appropriate blanks on Appendix "F." This will provide evaluation data for the individual participant which along with the questions and answers on Appendix "F," will be input information into the next workshop session. Pick up the questionnaires at the end of the session and follow the directions provided for determining mean scores for the group. This class profile will also be input information into the next workshop session.

(2) For the following session also ask participants to complete the work required by "How Tests Are Constructed" and "How Tests Are Analyzed" from the analysis section of *Perspectives*. This, in effect, is requiring participants to match test items against program objectives and the criteria of good test construction. They will be able to match these elements more systematically when the cognitive tests are returned.

(3) The test which follows will contain the answers against which you will score the cognitive evaluation test items.

Examination - Session 1-7

Law-Related Education Workshop
(APPENDIX G)

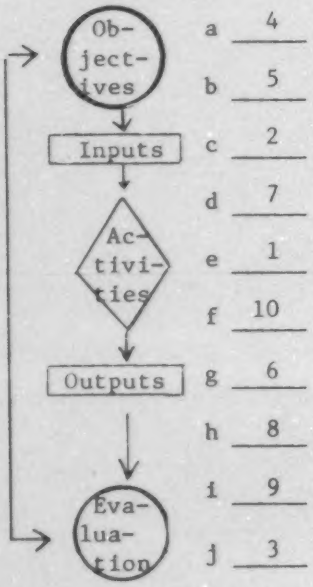
Item

1. If you have internalized into your own behavior patterns such legal concepts as authority, due process, freedom, equality, justice and the principles they represent, this internalization should be evident in your interaction with students. In the space provided below, in column A list 5 student characteristics you would like to develop in students through law-related education. Opposite them (column B) list five teaching behaviors that you might use to best promote the desired student characteristics. (10 pts.)

	A Student Characteristics		B Teaching Behaviors
a	Obey legitimate authority	a	Exercise the use of legitimate authority
b	Settle conflict in reasonable ways	b	Use fair procedures in the settlement of disputes
c	Use freedom in responsible ways	c	Provide the freedom students can handle
d	Treat people as equals but respect their diversity	d	Provide equal opportunity but provide individuality
e	Measure the justice of their own behavior	e	Be just in all ways possible

(Any number of characteristics can be listed. Check for consistency between student characteristics and teaching behaviors.)

2. Use the cybernetic model on the left to classify the components of instruction on the right. Select from the instructional components two examples which exemplify each of the parts of the cybernetic model. Indicate your selection by writing the component numbers from the right hand column opposite the letters provided in the left hand column. (5 pts.)



a	4	1.	Experience - analysis - application
b	5	2.	Teaching materials
c	2	3.	Behavioral analysis
d	7	4.	Behavioral expectations
e	1	5.	Behavioral prescriptions
f	10	6.	Attitude change
g	6	7.	Content & methodological perspectives
h	8	8.	Behavior change
i	9	9.	Instructional improvement
j	3	10.	Discovery

3. Analyze the following objective by checking the appropriate category of structure, domains of response, level of thought and student role orientation. (8 pts.)

"Students should be able to analyze situations from their own environment in which the use of authority, the use of power without authority, or the absence of both occur in the management of conflicts, the allocation of resources and in the distribution of responsibilities and privileges."

a. Structure

1 _____ General

2 ✓ Informational

3 _____ Planning

b. Domains of Response

1 ✓ Cognitive Domain

2 _____ Affective Domain

3 _____ Social Studies Skills

c. Levels of Thought

1 _____ Information

2 _____ Interpretation

3 ✓ Application

d. Student Role Orientation

1 _____ The Scholarly Man

2 ✓ The Public Man

3 _____ The Personal Man

4. Read the specimen objective and complete the operations required of the directions that follow it. (4 pts.)

"Given a situation from their environment illustrating the use of authority students should be able to list several common costs and benefits of authority."

a. Transform the objective into a test item that would measure the objective.

Read the situation below and list at least three common costs and three common benefits of authority from the reading.

b. Rewrite the objective in a question format that would require higher level thinking on the part of the person answering the question.

Given the situation illustrating authority and the common benefits and costs of authority inherent in the situation, rank order from most to least desirable the alternatives you see to the dilemma. (Again - the wording is less important than the fact that the participants can perform the operations required of the questions.)

5. Assume you wanted to teach the concept "due process" as part of a law focused unit. Use the content which follows and a concept development strategy to sequence the instruction. Follow the Taba model illustrating each of its aspects with questions appropriate to your own grade levels. (9 pts.)

presence of counsel	calling of witnesses
notice of charges	cross examination
self-incrimination	cruel and unusual punishments
unreasonable searches and seizures	fair and reasonable decision making

a. Concept Formation

1. What do you see? (note observe)?
2. What ideas go together? (on what criteria?)
3. What would you call (label, name) the grouping?

b. Interpretation of Data

1. What prompted you to use the (due process) label?
2. Why do you think due process is important?
3. What is the relationship between due process and ?

c. Application

1. What would happen if ?
2. Why might this happen?
3. Given another set of circumstances.

(Many answers are appropriate as long as the teacher can distinguish the operation that occur at each stage of the Taba Model.)

6. Use the activity analysis model which follows to explore the specific learning potential of "Grab the Bananas" as a learning activity in law-related education. Record your answers opposite the letters in the box on the right. Suggestions for those answers are provided in the strategy components under simulation strategy. (8 pts.)

Simulation Strategy

In the activity "Grab the Bananas"	→ The cognitive skills of →	a analysis b choice making
	→ or data consisting of →	c a simulated environment (zero sum)
	→ to develop the concepts of →	d scarcity e wants-resource gaps
	→ to make generalizations stating →	f scarcity forces choice making
		g individual choice makers are interdependent
the teacher will have the students use:	→ demonstrating a changed attitude →	
	→ about →	h cooperation being a better way to allocate resources than conflict in situations like this
	→ while learning and practicing →	i law related social science perspectives

7. Write a teacher question that would illustrate each of the following categories of Parson's Schedule "A." (6 pts.)

a. Rhetorical That is the correct answer, isn't it? I thought you all understood.

b. Information Who is the Chief Justice of the Supreme Court?

c. Leading Given the fact of universal public education, why is English the dominant language in America?

d. Probing What would happen if the Executive Branch was given the power of Judicial Review?

e. Other Who wants to sit back and rest for a few minutes (unrelated to the discussion)

8. Write a teacher response that would illustrate use of Parson's Schedule "B." (4 pts.)

   a. Closure You are wrong!

   b. Verbal reward Very good!

   c. Sustaining Could you give me another example of what you are saying?

   d. Extending That is an interesting answer--but what would happen in this situation?

9. An effective social studies program should enable students to develop certain intellectual, democratic and personal values required in today's changing society. From the list of concepts which follow designate as "A" the implied values that would best be described as intellectual, "B" the values that would best be described as democratic and "C" the values that would best be described as personal. (8 pts.)

("A"-Intellectual "B"-Democratic "C"-Personal)

A	a.	Multi causality	B-C	f.	Search for justice
C	b.	Self worth	A	g.	Deduction
B	c.	Due process	C	h.	Choice making
C	d.	Life adjustment	A-B	i.	Rational consent

10. Some problems and potential dangers of using various approaches to values education are listed below. Match each of the problems with the teaching strategy that is likely to create it. Designate as "A" the problems inherent in the Discrepant Data Approach. Designate as "B" the problems associated with the Public Issues Approach. Designate as "C" the problems associated with the Open-ended Approach. (6 pts.)

("A"-Discrepant Data "B"-Controversial Issues "C"-Open-Ended)

A-B	a.	May create confusion rather than clarification
B	b.	May develop excessive interpersonal conflict
A	c.	May cause a loss of teacher credibility
C	d.	May develop excessive personal conflict
B	e.	May lead to excessive polarization of issues
C	f.	May require more sensitivity than the teacher has

11. Match the teacher responses on the right with the student responses on the left. Use your knowledge of Kohlberg's moral stages to maximize the growth potential of the conflicts listed below. (4 pts.)

Student Responses

a 4 I clobbered the kid because he grabbed my comic book. Dad told me to hit anybody who messed around with me.

1. What you did is dumb. You behaved like a hood. It's not very cool for a boy your age to fight over a comic book. I'm ashamed of you.

11. (cont.)

b	1	I clobbered the kid because he stole my comic book and when I went to get it back he tore it up. That book cost me fifty cents.
c	5	I clobbered the kid because he accused me of stealing his comic book. I'm not a thief and I resent being called one in front of my friends.
d	6	I clobbered the kid because I saw him steal the comic book. When I told him to give it back he pushed me and I hit him in self defense.

2. Anytime you hit another student, no matter who, I'm going to hit you back just as hard.

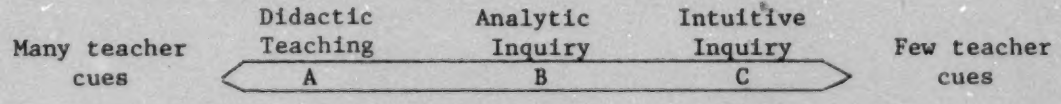
3. Possibly your behavior was justified. This is a question of individual conscience. You must, however, accept any responsibility and costs associated with the choice you made.

4. But next time what if the kid is a gorilla and he breaks your head. That's a lot of pain and expense for a comic book.

5. What gave you the right to take the law into your own hands. You had a legal obligation but you assumed the role of both judge and jury. Your behavior was just as illegal as his.

6. But you denied him due process. If reason can't be used to settle disputes we are just like animals and the law of the jungle prevails.

12. One of the characteristics of effective teaching is the ability to support a given student role orientation with the methodology appropriate to developing that orientation. Use continuum which follows and match one of the three points marked by "A"-Didactic Teaching, "B"-Analytic Inquiry, "C"-Intuitive Inquiry to the appropriate student role orientations listed below. (6 pts.)



A	a.	The Scholarly Man (as authority on the Social Sciences)
B	b.	The Scholarly Man (as investigator of his world)
A-B	c.	The Public Man (as possessor of Moral truth)
B	d.	The Public Man (as decision maker)
B-C	e.	The Personal Man (as self adjusted)
C	f.	The Personal Man (a choice Maker)

13. Use the Suchman Model of Inquiry to discuss how each of the components would apply to "Grab the Bananas." (6 pts.)

a. Encounter The roles and the environmental situation (scarce resources)

b. Intake Reading the roles and interacting with another person. The interaction will require the use of all your senses.

c. Storage Past situations and experiences with other people. Some understanding of fundamental human behavior confronted with choices of survival

d. Motivation To see if you can survive. It could be visual motivation but is probably cognitive.

e. Action The interaction of the game requires physical activity.

f. Control The central nervous system ties the action of one person (Role A) with the reaction of the other (Role B)

14. As students progress through a simulation game the teacher's role or teaching behavior will usually change. Describe the type of teaching behavior that might accompany the following stages of a simulation. (3 pts.)

a. While introducing the game The teacher will be directive so that the participants will understand the rules of the game.

b. While the game is in play The teacher will be as non directive as possible, serving as trouble shooter and guide.

c. While debriefing the game The teacher must again assume a directive role and lead the discussion required to debrief the important understandings of the game.

15. The following are generalizations or themes which might be treated in a secondary social studies program devoted to law-related education. Circle the number of the most appropriate teaching strategy for each generalization or theme. In the space to the right of the alternatives provide a one sentence rationale for your answer. (12 pts.)

a. The bonding and liability requirements associated with starting a motor cycle business.

1. Didactics
2. Simulation
(3) Individual Research
4. Deductive Inquiry

Rationale: This is a specialized concern most applicable to the one or two students interested in starting a motor cycle business.

b. Justice has had more influence on the vocabulary of democracy than it has its practice.

1. Didactics
(2) Discrepant Data
3. Problem Solving
4. Individual Research

Rationale: This is the classic separation of what we say we do - and what we actually do. Discrepant data is a natural way to exploit this type of content.

c. The inherent worth and uniqueness of every individual.

1. Didactics
(2) Open-ended Approach
3. Problem Solving
4. Diagnostics

Rationale: There is no correct answer for this and the open-ended approach would be the best way to approach the topic.

d. "You the Jury" - A stop action film treating landmark legal decisions relating to the *Bill of Rights*.

1. Discrepant Data
2. Didactics
3. Open-ended Approach
(4) Public Issues Approach

Rationale: A stop action film allows students to make choices as to outcomes of a trial. This would be a good chance to explore public issues.

e. The evolution of law from the time of Hammurabi to the present.

(1) Didactics
2. Diagnostics
3. Discrepant Data
4. Inductive Inquiry

Rationale: This would be difficult for the students to do on their own. This is a place where a good lecture might be in order.

15. (cont.)

f. An understanding of the causes and dynamics of plea bargaining and the values it promotes.

1. Deductive Inquiry
2. Didactics
3. Open-ended Approach
(4.) Simulation

Rationale: Plea bargaining is great content for a simulation. Much of our justice is dispersed through a similar procedure.

If a teacher can make a reasonable case for other approaches give credit to the answers.

APPLICATION "B"
(Session 7)

Use the cognitive and affective evaluation models in Chapter VI of *Perspectives* to develop test items to evaluate the law-related education program. This process should begin with the objectives the participants have established for their learning activities. The test items which measure the objectives should be administered upon completion of the various activities. Based on the formative evaluation suggested on pp. 129-131 of *Perspectives* revise the curriculum so that it can be incorporated into the ongoing social studies curriculum of your school.

SESSION 8

Organization	Activities	Time Limits	Teaching Strategy	Classroom Organization	Materials and Equipment — Source
Experience	Activity 1 Affective Evaluation	30 minutes	Diagnostics	Large group	• APP. "E" completed as homework---------- TG • Directions from Guide, p. 62---------- TG
	Activity 2 Cognitive Evaluation	20 minutes	Diagnostics	Large group	• Materials from *Perspectives*, Experience & Analysis Sections of Ch. VI------ P • Directions from Guide, p. 63----------TG
Analysis	Activity 3 Evaluation and Instruction	30 minutes	Diagnostic	Small group/ large group	• Materials from *Perspectives*, Analysis Section of Ch. VI------- P
Application "A"	Activity 4 Application "A"	Start in class but complete on own time	Diagnostic	Small group/ individual	• Materials from Application "A," Ch. VI---------- P
Application "B"	Application "B"	1-2 hours (out of class)	Diagnostic	Individual	• Directions from *Perspectives*, p. ------ P

PART B

EVALUATION AND INSTRUCTION -- CHAPTER VI

SESSION 8

Title--EVALUATION AND INSTRUCTION

Overview

If program objectives purport to treat both cognitive and affective objectives, both cognitive and affective measures are a necessary part of any comprehensive evaluation program. After completing a cognitive evaluation instrument, it would be normal procedure to determine areas of weakness and prescribe alternative instruction to remedy these weaknesses. If the instrument indicated that the objectives were in fact achieved then it would be possible to move on to the next instructional sequence. In affective evaluation the normal procedure would require a slightly different posture on the part of the test designer. If students are to achieve affective objectives, the remediation efforts would rest with the teacher rather than the student. This would mean that provision for affective change must be built into future instruction to remedy any weaknesses that are discovered. As the workshop instructor you may want to use the summative evaluation results to remedy any deficiencies within the participants background discovered through the workshop evaluation. Because this type of feedback is not available to the author, the purpose of this session is to engage in a systematic formative evaluation. Formative evaluation will indicate the degree to which failure of objectives rest with the various components of the instructional program. It will also indicate if the responsibility for failure should rest with the author or the teacher of the program. In whatever degree the blame or responsibility is allocated, its allocation will be functional only to the extent that it provides guidelines for teachers to follow when improving social science education in their schools, or for your own improvement of the way the inservice program is taught in the future.

Objectives

1. Participants will acquire and be able to apply cybernetic analysis in the improvement of instruction.

Activity 1 — Affective Evaluation — Time: 30 minutes

(1) Before entering the session come prepared with Appendix "E" completed as to the mean scores for each item. Read the pre- and post-test scores for the Likert Scale opposite each of the objectives listed in the appendix. Read the appropriate objective and ask if the objective was achieved. Continue this procedure until the first thirty items are completed. If any of the objectives were not achieved ask for ways the program might have been improved so that achievement was possible.

(2) Use a similar technique for analyzing the results of the Interest Measurement Scale. Make sure participants know how you determined the mean scores.

(3) For the semantic differential read the scores for both pre- and post-test and have participants graph the mean scores on their own work-sheets. Analyze these results in the same way as with earlier items.

(4) End the activity by exploring the utility of similar evaluation in the participants' own teaching. Why, for example, would a teacher never grade students on similar questionnaires? What other ways can you evaluate in the affective domain?

Activity 2 — Cognitive Evaluation — Time: 20 minutes

(1) The following questions should determine how well the test items reflected the objectives they were supposed to measure.

(a) What was the student role orientation of the test? of the objectives?

(b) What domains of response were required of the test? of the objectives?

(c) What levels of thought were required of the test? of the objectives?

(2) Were you satisfied with the test construction? Did it really test your workshop knowledge? How could it have been improved?

(3) Assume you were forced to distribute grades for the workshop. How would you determine the "A," "B," "C," "D" grades for the class. What alternative reporting systems might be better.

Activity 3 — Evaluation and Instruction — Time: 30 minutes

(1) In groups of two or three have participants complete "How tests can be used to improve instruction" of the analysis section of Chapter VI.

(2) Discuss specific components of the instructional process that could have been improved? What is the utility of the model of analysis and how could the participants use it to improve their own instruction.

Activity 4 — Application — Time: 40 minutes

(1) Assign Application "A" and "B" for out of class completion. You may have time to begin Application "A" in class. Application "A" is a model unit as well as an exercise in evaluation.

SESSION 9

Organization	Activities	Time Limits	Teaching Strategy	Classroom Organization	Materials and Equipment	Source
Experience	Activity 1 Self Analysis	60 minutes	Diagnostic	Individual/ large group	• Materials from Guide, APP. "F"	TG
Analysis	Activity 2 Interaction Analysis	30 minutes	Diagnostic	Individual/ small group	• *Perspectives*, Ch. VII • Directions from Guide, p. 66	P TG
	Activity 3 Planning for Curriculum Reform	30 minutes	Didactic and Diagnostic	Large group	• *Perspectives*, Ch. VII and Ch. IX • Directions from Guide, p. 67	P TG
Application "A"	Step 1: Curriculum Revision Program	The next meeting with the group reconstituted into a curriculum revision group.	(Outlined in Part III)	• See Committee Structure - Introd. to Part III		
Application "B"	Step 2-10: Curriculum Revision Program	1-2 years	(Outlined in Part III)	• Participants will carry out the mandate of Part III and complete the 10-step curriculum revision program	• All curriculum revision materials are contained in Parts III and IV of *Perspectives*	P

SESSION 9 Title--ANALYTICAL PERSPECTIVES

Overview

There was talk in the early days of the curriculum reform movement that it was possible to develop "teacher-proof curriculum." This idea was fairly common among the project directors, but it seldom survived the first classroom trials of the new materials. A dangerous legacy of the new social studies is the possibility that teachers themselves might ascribe to the myth of the "teacher-proof curriculum." It would be an easy trap to fall into because the new materials are very comprehensive and explicit. The objectives, content, methodologies, and evaluation strategies are systematically spelled out in teacher guides that are often much thicker than the student materials. The teacher must not abdicate the central decision-making role in the learning process to the project developer, anymore than he should to the textbook writer. The teacher must continue to create, organize, and direct the learning that goes on in the classroom. With the new social studies comes the additional task of selecting encounters, mediating between the materials and the student, and marshalling the components of the curriculum packages to optimize learning in the classroom. The improper use of the packaged materials could be more damaging than the improper use of subject matter textbooks, for if nothing else, textbooks provide some room for creative application. A stilted uncritical use of the project materials could be very dehumanizing; on the other hand, the creative use of the project materials could be an exciting and liberating educational adventure.

Objectives

1. Participants will be able to apply self analysis in improving social studies instruction.

2. Participants will be able to apply interaction analysis techniques to their own teaching behavior and the behavior of others.

3. Participants will be able to apply curriculum materials analysis in improving the type of curriculum they select.

4. Participants will be able to suggest ways of influencing their own buildings and school districts toward a better social studies curriculum.

Activity 1 Self Analysis Time: 60 minutes

(1) Pass out Appendix "H" (What is Your EP?) and explain that self-analysis will determine in part the impact of the workshop on behavior patterns, and it will suggest a role of the individual teacher can play in changing his own classroom curriculum. Change, if it is to be meaningful must begin with each individual teacher. Teachers are more than a component of the change process, for they set the perimeters within

(1) (cont.)

which meaningful change can take place. However innovative the new project materials are, their success or failure depends in large part on the attitudes, skills, and knowledge of teachers. The value of the new social studies is not so much in the curriculum products it has generated, but in the potential it has for changing teacher behavior. Behavior change does not occur in a vacuum, for the teachers bring to the new curriculum a rich backlog of their own teaching experience. The new social studies will pass with time, but the experience gained from using it will not. The best of the new and the old experience should combine to become a foundation for the type of sound education required in the future.

(2) Discuss the outcomes of the worksheet in terms of the type of social studies curriculum the teachers want via their own philosophies of education.

(3) Notes to the Instructor

Perennialism is the only philosophy that is antithetical to the new social studies. In a society characterized by rapid change it is inconsistent that students complete their education and not be prepared to cope with change. The perennialist philosophy assumes a backward posture, relying on static knowledge and unsupported educational theories. An educated man in today's world must adapt and change and find his security, not in great books of the past or in theories which purport to strengthen the intellect, but in his own ability to search and ferret out of man's exploding knowledge the processes needed to continue learning. The ultimate outcome of any curriculum is the type of individual that emerges as its terminal product. Tom has identified three types of man produced by today's curriculum; the scholarly man, the public man, and the personal man. These different conceptions of what constitutes the educated man roughly parallels three out of the four philosophies of education dealt with earlier. Perennialism is based on faculty psychology which has been discredited and though it is historically important it provides a little help in the analysis of education today. The three remaining philosophies can be subdivided further into a traditional posture and a posture which emerges with the new social studies. The scholarly man orientation would best fit the essentialist philosophy, the public man the progressive philosophy, and the personal man the existentialist philosophy.

Activity 2 — Interaction Analysis — Time: 30 minutes

(1) Any discussion of educational philosophy should be followed by some reflective thought on how much influence philosophy actually has on teaching behavior. Chapter VII on Interaction Analysis determines if the perspectives which constitute an idealized learning environment are the same perspectives which operate in day to day classroom instruction.

(2) Have participants flip through Chapter VII paying particular close attention to the application section of the chapter. If participants were to develop their own interaction analysis instruments the data provided in Activity 1 should suggest several behavior patterns worth looking into.

Activity 3 Planning for Curriculum Revision Time: 30 minutes

(1) Chapter VIII, "Curriculum Materials Analysis," and Chapter IX, "District Wide Curriculum Analysis," would be appropriate application assignments in preparation for kicking off a comprehensive curriculum revision program suggested in Part III of *Perspectives*.

(2) The analysis of Chapter VIII shifts away from teaching behavior and centers on curriculum materials. The analysis of Chapter IX focuses on the district-wide social studies program. Together the chapters constitute the input information of Part III, "Implementation Perspectives." The experience of working through a limited revision in the area of law-related education should provide confidence in attacking other areas of the social studies curriculum that need revision.

APPENDICES

Appendix A -- Questionnaire on Teaching

Appendix B -- Exercise 1 (Wants Satisfaction Chain)

Appendix C -- Objectives Exercise

Appendix D -- Behavior Specification

Appendix E -- Sequencing Instruction

Appendix F -- Affective Test Construction and Analysis

Appendix G -- Examination - Sessions 1-7

Appendix H -- What Is Your EP?

APPENDIX A

Questionnaire on Teaching
Chapters I-VI

INDICATE your degree of agreement or disagreement with each statement. Mark your responses in the space provided as follows:

(SA) Strongly Agree (A) Agree (N) Neutral (D) Disagree (SD) Strongly Disagree

_____ 1. I make up tests primarily to give out grades.

_____ 2. Once a teacher masters his subject area the need for instructional planning declines.

_____ 3. I can prepare useful measures of student attitudes.

_____ 4. When teaching, I like class discussion to lead to the answer I am seeking.

_____ 5. The quantity of questions a teacher asks in class is positively correlated to the amount of learning that takes place.

_____ 6. When students fail an examination, it can be as much the teacher's fault as it is the students'.

_____ 7. As a teacher, I feel at ease when students are working in groups.

_____ 8. When students are working in groups I can differentiate between task-oriented student talk and student chatter.

_____ 9. It is important for a teacher to challenge student stereotypes.

_____10. For some types of classroom discussion, small groups are preferable to large groups.

_____11. Student attitudes toward learning are not as important as the knowledge students acquire.

_____12. Inquiry and discovery are good techniques, but they just don't fit into my teaching style.

_____13. Educational simulations are a good use of class time.

_____14. It is useful to analyze question-answer-response sequences between teacher and student.

_____15. Students tend to respond in ways that reflect the teacher's expectation.

_____16. Teacher questions are basically alike, but some student answers are better than others.

_____17. Role playing is a waste of class time.

_____18. I feel more comfortable leading a class discussion than lecturing.

_____19. The major purpose of a teacher is to get information across to the students.

_____20. I have a difficult time testing students for their understanding of concepts.

_____21. It is more important for a teacher to be a good questioner than a good explainer.

_____22. There aren't very many choices available to a teacher when it comes to selecting an instructional program for students.

_____23. Tests are a poor way of helping students improve their learning.

_____24. Educational simulations improve student thinking skills.

_____25. It doesn't really matter whether students like a subject as long as they learn a lot about it.

_____26. Simulation exercises are a good way of helping students develop a more positive attitude toward other people.

_____27. An open classroom environment invites chaos and breakdown of classroom discipline.

_____28. Teachers should encourage students to see that decisions made by others may be as good as their own.

_____29. Small groups must be strictly supervised in order to be effective.

_____30. Visual aids are an unnecessary bother when your objective is teaching concepts.

In the first thirty questions you were asked for your opinions. Questions 31 through 40 ask you to rate the following topics in terms of how interesting you think they would be to study.

_____31. Cybernetics

_____32. Questioning

_____33. Simulation

_____34. Value Clarification

_____35. Educational Planning

_____36. New Social Studies

_____37. Evaluation Procedures

_____38. Discipline Techniques

_____39. Individualized Instruction

_____40. Educational Objectives

A. Dull

B. Generally uninteresting

C. Generally interesting

D. Very interesting

Look at the concept "inquiry teaching" and get an idea of it in your own mind. Between the descriptors are seven spaces which reflect degrees of feeling. Fill in the space that you feel best describes the concept.

Inquiry Teaching

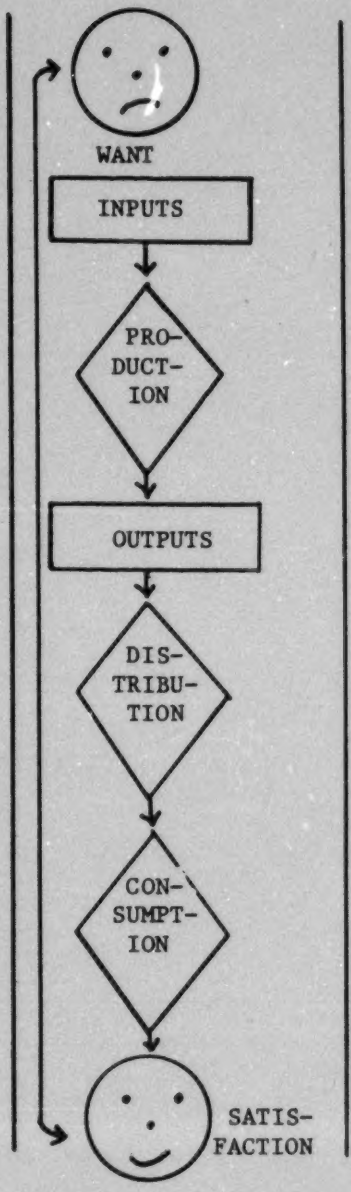
logical	=	=	=	=	=	=	= illogical
meaningful	=	=	=	=	=	=	= meaningless
easy	=	=	=	=	=	=	= hard
clear	=	=	=	=	=	=	= unclear
important	=	=	=	=	=	=	= unimportant
useful	=	=	=	=	=	=	= useless
analytical	=	=	=	=	=	=	= descriptive
important for the future	=	=	=	=	=	=	= not important for the future
interesting	=	=	=	=	=	=	= uninteresting
precise	=	=	=	=	=	=	= vague
enjoyable	=	=	=	=	=	=	= miserable
comprehensive	=	=	=	=	=	=	= sketchy

APPENDIX B

Exercise 1
(Experience)

The Want-Satisfaction Chain*

The basic economic question is how can man with his insatiable wants find satisfaction through the economic system? The Want-Satisfaction Chain is a cybernetic system that illustrates the interdependence of the following economic concepts:



Inputs are the natural, human and man-made resources used to produce the things we want.

Production is the process of transforming inputs into something which more accurately satisfies human wants.

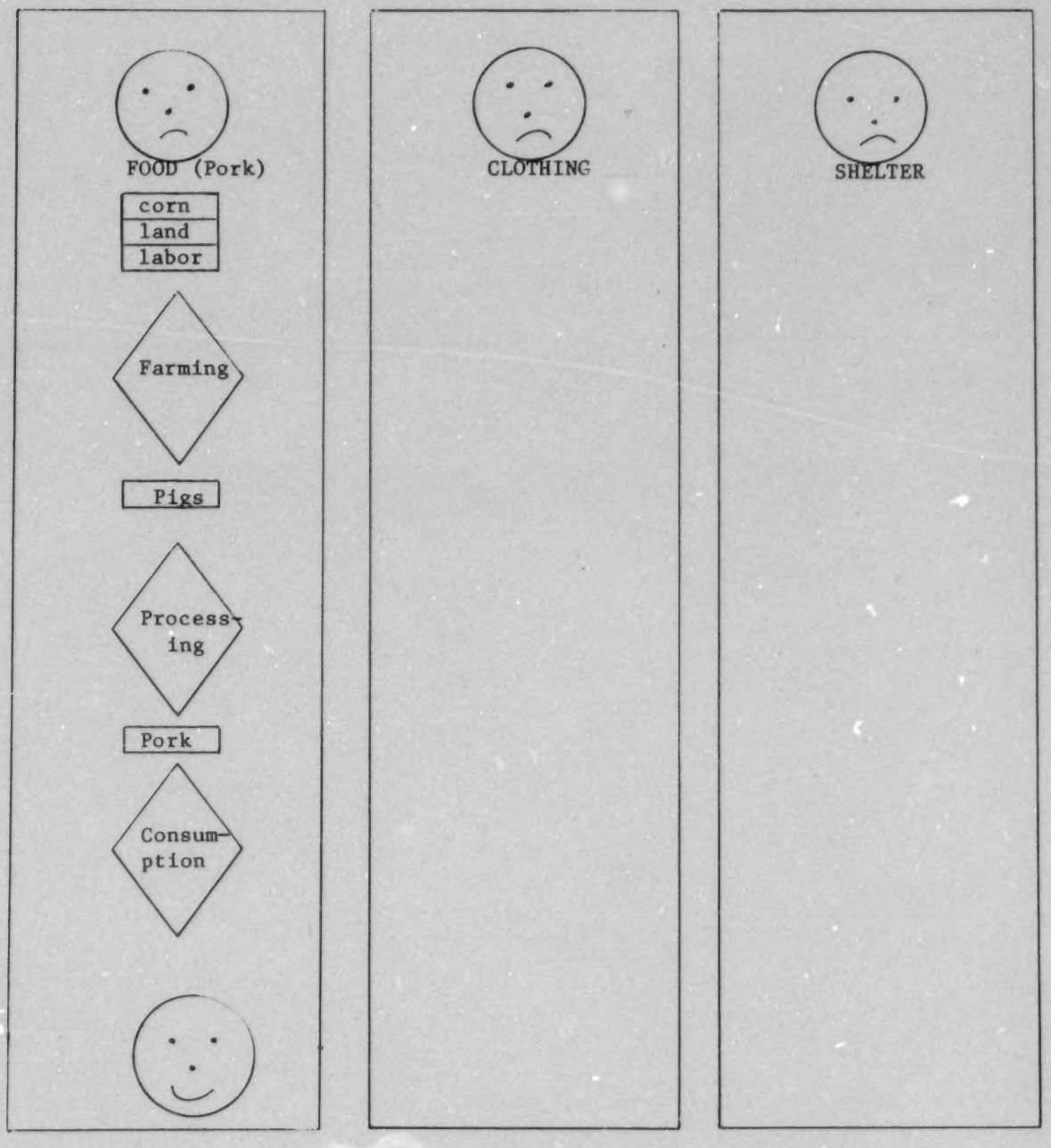
Outputs are the finished products of the production process.

Distribution is a process made up of all those activities required to make outputs available to the people who will use it to satisfy their wants. This includes transporting and storing output, as well as making it available at retail stores.

Consumption is the process of making use of goods or services for the satisfaction of human wants.

*Suzanne Wiggens Helburn, "Preparing to Teach Economics: Sources and Approaches," published jointly by: ERIC Clearinghouse and Social Science Education Consortium, Boulder, Colorado. This activity is now part of Economics in Society, and economics curriculum project published by Addison-Wesley, 1973.

Use the information provided above to complete the want satisfaction model as it relates to clothing and shelter. The completed example on the left relates to food.



APPENDIX C

Objectives Exercise

This is a review exercise to determine if you can apply the classification system used in Chapter I of *Perspectives* to a set of objectives common to most law education programs in the schools. Check the attributes of the following six objectives in the appropriate place designated in the matrix at the bottom of the page.

OBJECTIVES COMMON TO MOST
Law Education Programs

In students affected by the programs

1. an increased understanding and application in their own social setting of such legal concepts as authority, justice, due process, freedom and equality

2. an increased understanding for the necessity of a law and a governmental structure based on law

3. an increased understanding of their rights and obligations as citizens within the legal framework and a willingness to behave in accordance with them

4. an increased understanding of the laws set forth by society and the ramifications for themselves and society when these laws are violated

5. an increased understanding that law is not static and that citizens can challenge the legal/political system through constructive and orderly processes designed to lawfully effect change

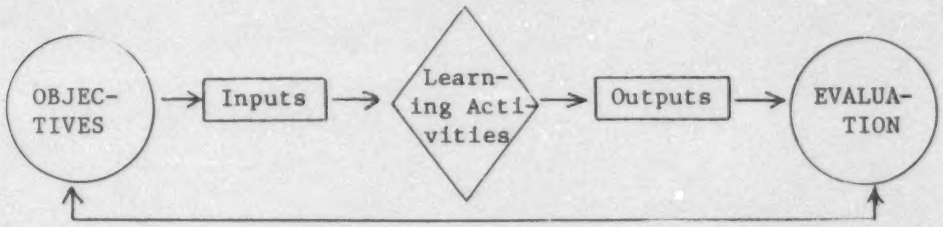
6. an increased understanding of the limits of law and the increased ability to cope with the frustrations that arise when law cannot solve all society's problems

	Student Role Orientation			Domains of Response			Levels of Thought			Specificity and Structure		
	✓	Scholarly Man		✓	Cognitive		✓	Information		✓	General	
	Public	✓	Man		✓		Inter	✓	pretation	Infor	✓	mational
	Personal Man		✓	Social St. Skill		✓	Application		✓	Planning		✓
Obj. #1												
2												
3												
4												
5												
6												

APPENDIX D

Behavior Specification

General objectives are helpful in pointing out the broad aims and goals of instruction but they provide little help in describing the type of behavior expected of students as a consequence of instruction. An informational objective, as opposed to a general objective, will provide this specificity by distinguishing who is to perform the behavior, the actual behavior to be performed, and the result of the behavior in terms of the product or thing being performed. It is difficult, however, to write specific informational objectives without considering the total instructional process that will make the students' behavior operational.



Transforming general objectives into more specific informational objectives is an interactive process through which the teacher anticipates what instructional inputs will be combined through what learning activities to generate what type of output behavior on the part of students. A statement of learning objectives which takes all these factors into account will provide a much more functional set of instructional guidelines than the general objectives written in "Appendix C." The "Objectives Elaboration Model" which follows will help you to transform general objectives into informational objectives. At this early point in the planning process, the objectives that emerge should be tentative in nature by subject to later review and modification as the curriculum becomes more formalized.

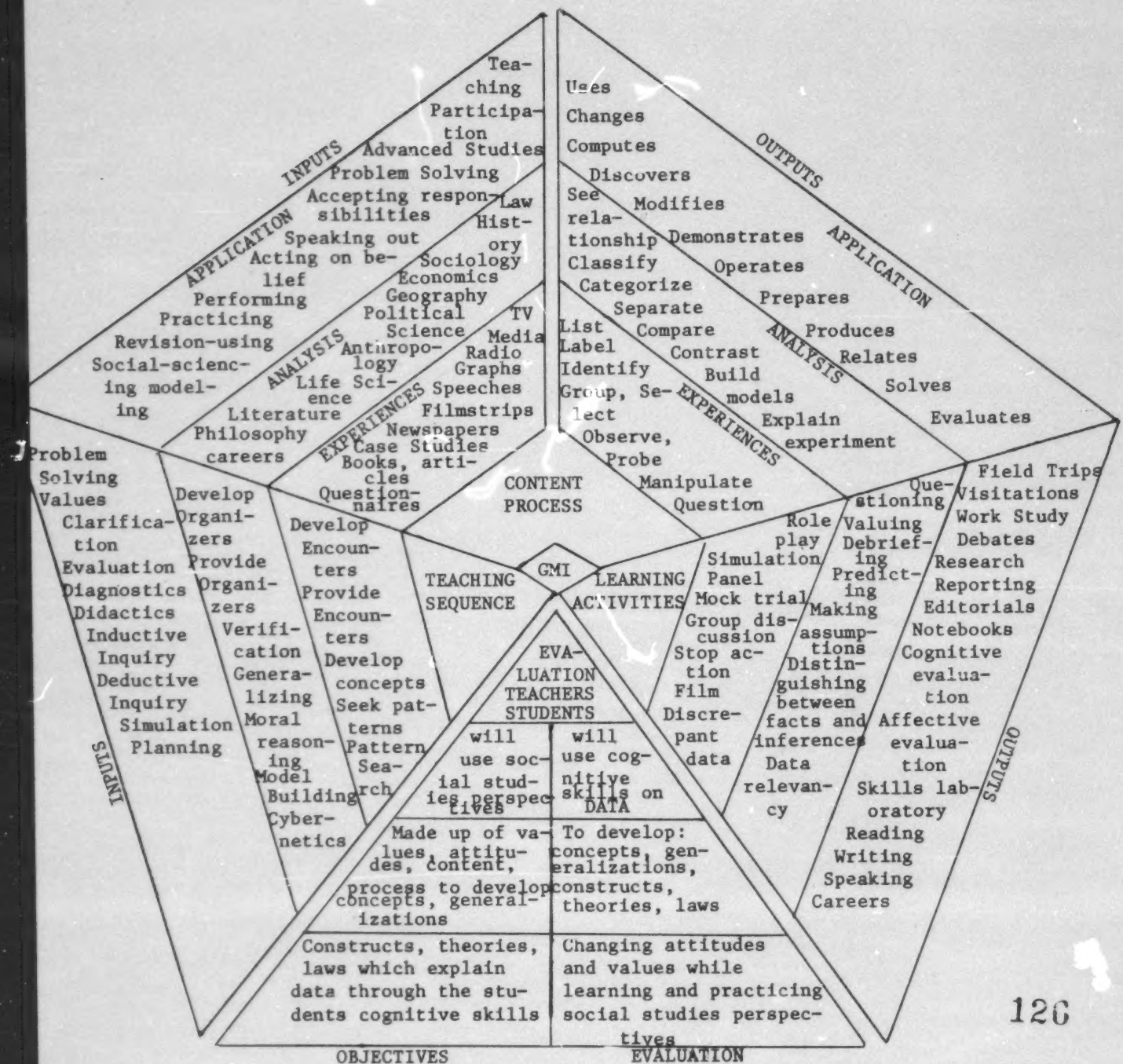
BEHAVIOR SPECIFICATION MODEL

General Objective _____
_____
_____

Inputs (Instructional-Methodology)			Activities	Outputs
Focus	Questions	Encounters	Appropriate to the students	Behavior Expected of students
To develop the concepts _____ and/or to develop generalizations _____ using the concepts _____ or to develop higher structures of knowledge	By answering the topical question _____? _____? and/or the eliciting questions _____ _____ _____	Using the encounter _____ based on data illustrating _____ building on what students already know and preparing them for what they will learn in the future	In an activity which will allow students to experience _____ and/or in an activity which requires students to analyze _____ and/or in an activity which requires students to apply _____	So that students can demonstrate their understanding by: _____ and/or they can demonstrate a change in attitude by: _____ and/or they can practice the skill of: _____
The focus is usually based on some structure of knowledge usually the structure of a discipline. The questions asked of the content reflects the structure of knowledge but takes into account the student and his environment. The encounter bridges the gap between the student and his environment, and the inputs and the learning activity.			The activities can be inductive where students note similarities and differences in data and classify it in terms of the concepts they develop. More often, the activities are deductive where students use an organizing idea, concept model system or theory to explain social phenomenon. Verification activities would require problem seeking, generalizing, model building and problem solving.	In the cognitive domain it would be knowing, comprehending, applying, analyzing, synthesizing and evaluating. (See pp. 23-24 *Perspectives*.) In the affective domain it would be by receiving, responding, valuing, internalizing, and acting upon a value complex (see pp. 24-25 *Perspectives*). In the skill domain it would be by using the intellectual skills necessary to transfer learning from a school based activity to an application in the students total life experience.

The activity analysis model which follows is another way of looking at the general model of instruction (GMI). If the content and processes of the social science disciplines are worth teaching they should provide students with analytic tools and methods of dealing with their world. Encounters that bring students into contact with their world should not be limited to textbook readings. Instead, encounters with meaningful social phenomenon can be found within the student's own experience as well as in the student's homes, schools, community, and in the broader state, national and international environment of which they are a part.

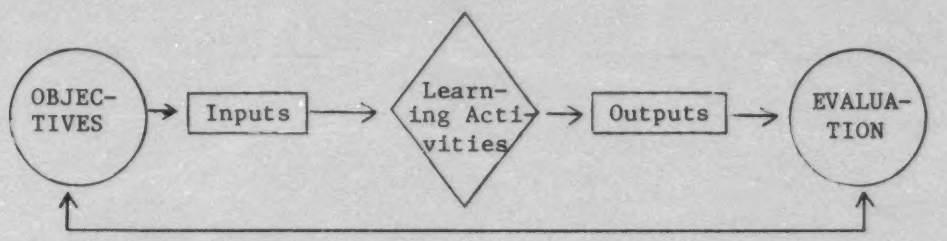
ACTIVITY DEVELOPMENT MODEL



APPENDIX E

Sequencing Instruction

Just as it is difficult to write specific behavioral objectives without considering the general model of instruction it is equally difficult to sequence instruction into appropriate teaching strategies without considering the total instructional process:



Objectives and their specification treated the content inputs of the model and concentrated on how the structure of knowledge could be translated through learning activities into the behavior change of students. Teaching strategies, on the other hand, treat teacher inputs of the model and concentrate on the pedogogical moves the teacher has and how they can be translated through learning activities into the behavior change of students. Teaching sequences should support the instructional objectives of the model and operationalize them in the way learning activities are taught. Unless students use the content and process of the various subject matter fields in classroom activities, it is wishful thinking that they will be able to use them in course evaluation let alone in dealing with their enigmatic and changing world.

If thinking and learning are related to the creation of new meaning, it is necessary to determine the type of organizers students bring to class with them. Diagnostic teaching is a logical starting place if individual or group needs are to be assessed and factored into the learning process. Through diagnostic strategies the teacher finds out what students already know as a point of departure for organizing what they should know. It can also be used to diagnose what students have learned from one teaching activity to better plan for what they should learn from the next learning activity. The strategies are typically used at the beginning of an instructional sequence or as a culminating activity. When reference is made to diagnostic teaching in this guide the sequence suggested in FIGURE 1 should be followed.

FIGURE 1

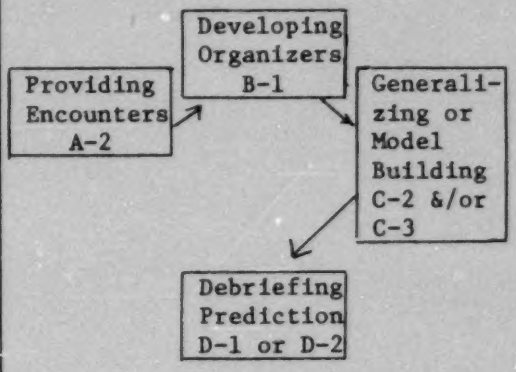
Diagnostic Teaching

Organization	Strengths	Weaknesses
If used as an opener: Providing Encounter A-2 → Developing Organizer B-1 If used to culminate: Debriefing D-1	A powerful encounter (picture-collage-reading) can elicit numerous student reactions. The way students react can indicate the level and sophistication of their cognitive and affective organizers. As a culminating activity it provides a worthwhile review and an opportunity to apply the ideas treated in the classroom.	The encounter should stimulate meaningful discussion. The questions posed by the teacher should be broad but followed with probing questions that force students to manipulate previously learned materials.

Inductive inquiry is one of the strategies suggested for use in this guide. Inductive inquiry follows the three cognitive tasks outlined by Taba and explained in Chapter II of *Perspectives*. Task 1, Developing Concepts, might involve the sequences of providing encounters and developing organizers. Task 2, Inferring and Generalizing, would require the additional sequences of generalizing and/or model building. Task 3, Applying Generalizations, would suggest the process outlined in model building or prediction. When reference is made to inductive inquiry in the guide the sequence suggested in FIGURE 2 should be followed.

FIGURE 2

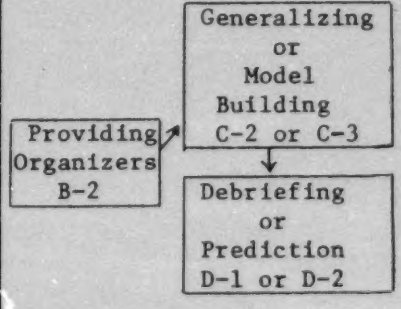
Inductive Inquiry

Organization	Strengths	Weaknesses
	Learning is student centered. It stresses process as well as product. It requires students to be active and motivation is high. It forces students to use high level cognitive processes. Teachers can diagnose student learning.	Avoid too many closure statements. Avoid excessive teacher talk. Teachers should avoid looking for "correct" answers or patterns they want students to "guess." Avoid over use of the strategy.

Taba has described another teaching strategy which she called concept attainment. This strategy involves teacher-student interaction but rather than developing an organizer through listing, grouping and labeling, the teacher presents the organizer to the student. In many ways this is a much more efficient method of instruction but it is important to understand its strengths and limitations in the classroom. When reference is made to deductive inquiry in the guide the sequence suggested in FIGURE 3 should be followed.

FIGURE 3

Deductive Inquiry

Organization	Strengths	Weaknesses
	This is an efficient way to learn new organizers. It can demonstrate the applicability of social science concepts and principles. It is useful for abstract ideas that would be difficult to relate to the students existing set of organizers. It provides an opportunity to deal with organizers necessary for continued learning.	Avoid too many consecutive deductive lessons. Avoid examples the students do not understand. Avoid getting sidetracked--this is not inductive inquiry. Avoid limiting the discussion to only the better students. Require all students to apply the organizer.

Although little mention has been made of didactic teaching it does have a role to play in the instructional process. There are many times when a short lecture, a film, a reading or some other form of exposition can make a meaningful contribution to student learning. As a general rule the lecture method is an efficient way to convey information but it is not necessarily an effective way. If lectures or other forms of exposition can communicate organizers rather than data, a strong case can be made for their use. If properly taught, organizers can become a functional part of a student's cognitive structure. This structure, in turn, serves as a framework to help organize present information and make future encounters more meaningful. When reference is made to didactics in the guide the sequence suggested in FIGURE 4 should be followed.

FIGURE 4

Didactics

Organization	Strengths	Weaknesses
Providing Organizers B-2 → Verification C-1 or C-2 or C-3 or C-4	This is an efficient method of getting across organizers important to future student learning. If coupled with application exercises there is a way of determining effectiveness. It can relate what students already know to what they learn now or in the future.	Avoid the assumption that coverage can be equated with learning. Teacher talk dominates so student motivation must be considered. A danger is that its over use will make the students rely on teacher thought rather than the process of thinking for oneself.

FIGURES 1-4 deal with strategies that are particularly suited to cognitive objectives although they may well include consideration of related objectives in the affective domain. FIGURES 5-7 describe strategies that are particularly suited to affective objectives, but again, not to the exclusion of related objectives in the cognitive domain. The open-ended approach to values is a strategy requiring minimum teacher talk and maximum student autonomy. This approach explores feelings in pursuit of values clarification in contrast to approaches that involve values analysis aimed at some type of behavior modification. The strategy engages students in the exploration of very personal feelings and attitudes and should only be used in small group encounters. When reference is made to the open-ended approach in the guide the sequence suggested in FIGURE 5 should be followed.

FIGURE 5

Open-Ended Approach

Organization	Strengths	Weaknesses
Developing Encounters A-1 → Problem Seeking B-2 Focus on Personal Values	It is a very humanistic approach. It helps promote interpersonal relationships. It can be highly motivating and pertinent to the real issues facing individuals. It promotes listening and paraphrasing skills. It forces the teacher to listen to students	Some issues may be too personal. Only appropriate when the group is small. Teacher must keep the discussion open and minimize judgemental remarks. Its purpose is to seek problems rather than to solve problems.

The controversial issues approach to values analysis uses conflict as a catalyst for problem solving. This treatment of public issues require student polemics which cut to the heart of controversy. In dealing with the controversy, students clarify public values through rational discourse and democratic procedures. The approach assumes that students involved with public values will also be society's best citizens. When reference is made to the Public Issues Approach in the guide the sequence suggested in FIGURE 6 should be followed.

FIGURE 6

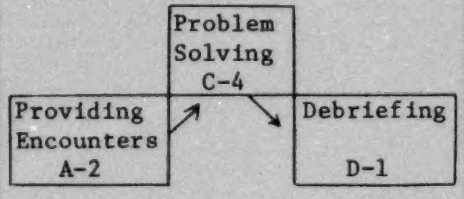
Public Issues Approach

Organization	Strengths	Weaknesses
Problem Solving C-4 Providing Encounter A-2 → Debriefing D-1 Focus on Democratic Values	It treats real problems facing society. It can be highly motivating. It provides an opportunity to make meaningful social science application. It promotes critical thinking and trains students in public speaking skills.	The approach can be over-used. Few problems have easy solutions. Teachers should avoid the danger of over-generalization. Conflict can promote debate but debate can cause interpersonal conflict. This type of conflict is realistic given the nature of public issues but too much student anxiety hinders learning.

The discrepant data approach to values clarification comes about through the careful selection of encounters that force students to rearrange their organizers to accommodate discrepant data. Many problem solving situations grow out of two discrepant events which, when presented together, raise questions that require exploration. In discrepant data, however, the student processes information leading to conclusions that are inconsistent with his own mental set. Values clarification takes place when an individual changes his mental set to accommodate the discrepancy in his own thinking. The approach requires careful teacher planning around a common stereotype held by the majority of students in class. In the learning activity students must be free to manipulate the data, first in a way that reinforces the stereotype, and second, in a way that shatters the stereotype. In the final debriefing, students explore the implications of this stereotype in terms of their own attitudes and values. When reference is made to the discrepant data approach in the guide, the sequence suggested in FIGURE 7 should be followed.

FIGURE 7

Discrepant Data Approach

Organization	Strengths	Weaknesses
 Focus on Intellectual Values	It is student centered. It involves students in clarification of their own thought processes. It is more effective than moralizing about values. It demonstrates the potential problems of folk wisdom and that true knowledge requires verification and documentation.	It should not be used too often. Because it requires manipulation of data around a stereotype, the teacher may lose credibility with the students. It is always dangerous to reinforce a stereotype (Step 2) when it is wrong. It may cause confusion rather than clarification.

Teaching strategies are never used in a vacuum and must take account of the other components of the instructional process. This means that the teaching strategy should support such instructional components as objectives, assessment, activities, methodology, implementation, evaluation and hidden components. It is very important that the choice of strategy is consistent with the teachers intentions related to student learning. The teacher should not use concept development strategies, for example; then the real intention is to have students attain concepts in a deductive manner. In the pages that follow you will use each of the seven teaching strategies described above.

APPENDIX F

Affective Test Construction and Analysis

The treatment given the affective objectives of *Perspectives* follows a format used by the staff of the High School Geography Project.* Their treatment covered several affective test types the first being the Likert Scale. This scale is the easiest attitude measurement to use, due to its flexibility and ease of construction. One of the major problems with writing good multiple-choice items is finding appropriate foils to the correct answer. In the Likert Scale the foils are constant and follow a continuum from "strongly disagree" to "strongly agree." The variables are the series of related statements which the test designer wants to measure. In planning for *Perspectives* the author wanted to determine the amount of attitude change brought about in the area of teaching methodology. The first thirty items of the test just completed will give you an idea of your basic attitudes in the area of methodology. By itself, however, the test will not give you a basis to measure change. In order to measure change during the instructional period it is necessary to compare this test with the same test taken before the program began.

Directions: Record your pre- and post-test answers for each item listed. The items are grouped as they support various objectives so the item numbers will not be consecutive. The use of the symbols, + or -, will indicate the desired direction (positive or negative) the change should take.

Objectives			
Intended Outcomes	Participant's Test Scores (- less than; + greater than)		Observed Outcomes
	Pre	Post	
1. By the conclusion of Part I of *Perspectives*, participants will be more willing than before it to take a systematic approach to educational planning and to construct objectives which are behavioral in format and which emphasize the development of higher order thinking, values clarification, and social skill development.		-	2) Once a teacher masters his subject area, the need for instructional planning declines.
		-	19) The major purpose of a teacher is to get information across to the students.
		-	22) There aren't very many choices available to a teacher when it comes to selecting an instructional program for students.

*Robert H. Richburg, Using Evaluation to Improve Instruction, Washington D. C., Association of American Geographers, 1970.

Intended Outcomes	Objectives Participant's Test Scores (- less than; + greater than) Pre	Post	Observed Outcomes
		-	25) It doesn't really matter whether students like a subject as long as they learn a lot about it.
		-	30) Visual aids are an unnecessary bother when your objective is teaching concepts.
2. By the end of the program participants will be more willing than before it to engage in concept teaching, to require students to draw their own generalizations, and to have them apply these generalizations in new and different situations.		-	4) When teaching, I like class discussion to lead to the answer I am seeking.
			5) The quantity of questions a teacher asks in class is positively correlated to the amount of learning that takes place.
		-	11) Student attitudes toward learning are as important as the knowledge students acquire.
		-	12) Inquiry and discovery are good techniques but they just don't fit into my teaching style.
		+	14) It is useful to analyze question-answer-response sequences between teacher and students.
		-	16) Teacher-questions are basically alike with some student answers better than others.
3. By the end of the program, participants will be more willing than before it to engage in the frequent use of small group instruction, student-centered activities, situations which promote managed classroom conflict, and materials which challenge students' beliefs. In a larger sense, they will		+	7) As a teacher, I feel at ease when students are working in groups.
		+	8) When students are working in groups I can differentiate between task-oriented student talk and student chatter.
		+	9) It is important to a teacher to challenge student stereotypes.

Objectives	Participant's Test Scores (- less than; + greater than)		
Intended Outcomes	Pre	Post	Observed Outcomes
3. (cont.)			
value a classroom environment which promotes the free flow of ideas and feelings in the classroom.		+	10) In some types of classroom discussion, small groups are preferable to large groups.
		+	18) I feel more comfortable leading a class discussion than lecturing.
		-	27) An open classroom environment invites chaos and breakdown of classroom discipline.
		+	28) Teachers should encourage students to see that decisions made by others may be as good as their own.
		-	29) Small groups must be strictly supervised in order to be effective.
4. By the end of the program, participants will be more willing than before it to value simulation as a way of promoting high student involvement and variety in instructional strategy, while at the same time maintaining high academic standards.		+	13) Educational simulations are a good use of class time.
		-	17) Role-playing is a waste of class time.
		+	24) Educational simulations improve student thinking skills.
		+	26) Simulation exercises are a good way of helping students develop a more positive attitude toward other people.
5. By the end of the program participants will be more secure in the type of summative evaluation they engage in and will develop a scientific posture in which formative evaluation becomes a part of that ongoing teaching behavior.		-	1) I make up tests primarily to give out grades.
		+	3) I can prepare useful measures of student attitudes.
		-	20) I have a difficult time testing students for their understanding of concepts.

Intended Outcomes	Objectives Participant's Test Scores (- less than; + greater than)		Observed Outcomes
	Pre	Post	
		+	21) It is more important for a teacher to be a good questioner than to be a good explainer.
		-	23) Tests are a poor way of helping students improve their learning.

Once you have recorded the answers you can determine if your attitude changed for the better, the worse, or remained the same. If you wanted to employ the devise in a class with 30 students you could determine the mean score for each statement. To do so, assign each of the five responses a weight such as 5 for the most favorable answer and 1 for the least favorable. In an item with a (-) symbol for example, strongly disagree would be given a weight of 5, while strongly agree would be weighted as 1. A class mean could be established by substituting the weighted value for each student answer. Once this was done, weightings could be added and the total divided by the number of students in the class. Based on your own pre- and post-test scores, would you consider that the affective objectives of *Perspectives* have been met?

(Yes ____ No ____)

Could the program be modified to better accomplish affective objectives?

_____

_____

_____

_____

It is difficult to judge the affectiveness of the instructional procedures of *Perspectives* for once the manuscript is to press there is no provision for feedback evaluation. A possible way of assessing the impact of the experience-analysis-application format is to rely on the _____ of interest the various methodologies created in the people who used them. Items 31-40 on the attitude survey are designed to determine interest in the topics presented in program. Another way to judge the instructional procedures is through the semantic differential. Inquiry procedures were used whenever possible in *Perspectives* so each of the bipolar adjectives could provide significant clues to how inquiry is pursued by teachers.

Directions: The Interest-Measurement Scale represents a series of choices on a continuum from A, "dull," to D, "very interesting." Once the choices are established a series of topics are listed and the students respond according to their interest level. The Interest-Measurement Scale requires a pre-test in a manner similar to the Likert Scale. It is possible, however, to add to the list of topics like Items 38 and 39 that you know students are interested in, and this will give you some criteria with which to measure the relative student interest in the other items. Record your pre- and post-test answers for each item listed. In every case your post-test score should be greater than your pre-test score. This similar pattern holds true for the semantic differential. To plot the results of the semantic differential, simply record your pre-test and post-test results and connect the pre-test scores with a solid line and the post-test scores with a dotted line.

INSTRUCTIONAL PROCEDURES

Intended Outcomes	Participant's Test Scores		Observed Outcomes
	Pre	Post	
1. By being required to experience, analyze, and apply the methodological themes of *Perspectives*, participants will be more interested than before in the program in the methodological themes both treated in the program and used to teach the program			31. Cybernetics 32. Questioning 33. Simulation 34. Values Clarification 35. Educational Objectives 36. New Social Studies 37. Evaluation Procedures 38. Discipline Techniques 39. Individualized Instruction 40. Educational Planning

2. By the end of the program, participants will be more willing than before it to value inquiry as appropriate teaching strategy.

Inquiry Teaching

Logical	=	=	=	=	=	=	=	Illogical
Meaningful	=	=	=	=	=	=	=	Meaningless
Easy	=	=	=	=	=	=	=	Hard
Clear	=	=	=	=	=	=	=	Unclear
Important	=	=	=	=	=	=	=	Unimportant
Useful	=	=	=	=	=	=	=	Useless
Analytical	=	=	=	=	=	=	=	Descriptive
Important for the future	=	=	=	=	=	=	=	Not important for the future
Interesting	=	=	=	=	=	=	=	Uninteresting
Precise	=	=	=	=	=	=	=	Vague
Enjoyable	=	=	=	=	=	=	=	Miserable
Comprehensive	=	=	=	=	=	=	=	Sketchy

How could the instructional procedures have been improved to insure a greater interest in and applicability for the methodology treated in the program?

_____

_____

_____

_____

If you were interested in using a semantic differential for your own class, it would be necessary to establish a class mean. Suppose for example, you are working with the adjectives logical--illogical on a continuum.

logical	=	=	=	=	=	=	=	illogical
	7	6	5	4	3	2	1	

You would assign numbers from the most logical (7) to the least logical (1). It is best to organize the positive connotations on the left and the negative connotations on the right. Suppose your class of 20 students marked the continuum in the following way:

2 students marked space 1 giving that space a total value of 2.
3 students marked space 2 giving that space a total value of 6.
6 students marked space 3 giving that space a total value of 18.
6 students marked space 4 giving that space a total value of 24.
0 students marked space 5 giving that space a total value of 0.
3 students marked space 6 giving that space a total value of 18.
0 students marked space 7 giving that space a total value of 0.

Total -- 68

The total (68) divided by the number of students (20) gives you a mean value for this continuum of 3.40. When you have determined a mean value like this for each continuum of interest to you, a class profile for this concept can be drawn. What conclusions can you draw from your own semantic differential configuration?

APPENDIX G

Examination - Session 1-7

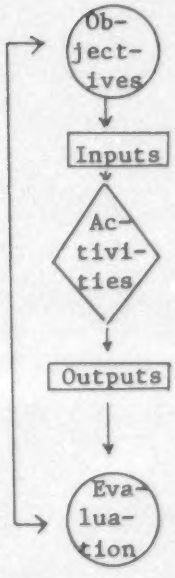
Law-Related Education Workshop

Item

1. If you have internalized into your own behavior patterns such legal concepts as authority, due process, freedom, equality, justice and the principles they represent, this internalization should be evident in your interaction with students. In the space provided below, in column A list 5 student characteristics you would like to develop in students through law-related education. Opposite them (column B) list five teaching behaviors that you might use to best promote the desired student characteristics. (10 pts.)

	A Student Characteristics		B Teaching Behaviors
a	_____	a	_____
b	_____	b	_____
c	_____	c	_____
d	_____	d	_____
e	_____	e	_____

2. Use the cybernetic model on the left to classify the components of instruction on the right. Select from the instructional components two examples which exemplify each of the parts of the cybernetic model. Indicate your selection by writing the component numbers from the right hand column opposite the letters provided in the left hand column. (5 pts.)



a ____
b ____
c ____
d ____
e ____
f ____
g ____
h ____
i ____
j ____

1. Experience - analysis - application
2. Teaching materials
3. Behavioral analysis
4. Behavioral expectations
5. Behavioral prescriptions
6. Attitude change
7. Content & methodological perspectives
8. Behavior change
9. Instructional improvement
10. Discovery

3. Analyze the following objective by checking the appropriate category of structure, domains of response, level of thought and student role orientation. (8 pts.)

"Students should be able to analyze situations from their own environment in which the use of authority, the use of power without authority, or the absence of both occur in the management of conflicts, the allocation of resources and in the distribution of responsibilities and privileges."

a. Structure

1 _____ General

2 _____ Informational

3 _____ Planning

b. Domains of Response

1 _____ Cognitive Domain

2 _____ Affective Domain

3 _____ Social Studies Skills

c. Levels of Thought

1 _____ Information

2 _____ Interpretation

3 _____ Application

d. Student Role Orientation

1 _____ The Scholarly Man

2 _____ The Public Man

3 _____ The Personal Man

4. Read the specimen objective and complete the operations required of the directions that follow it. (4 pts.)

"Given a situation from their environment illustrating the use of authority students should be able to list several common costs and benefits of authority."

a. Transform the objective into a test item that would measure the objective.

_____

_____

_____

b. Rewrite the objective in a question format that would require higher level thinking on the part of the person answering the question.

_____

_____

_____

_____

5. Assume you wanted to teach the concept "due process" as part of a law focused unit. Use the content which follows and a concept development strategy to sequence the instruction. Follow the Taba model illustrating each of its aspects with questions appropriate to your own grade levels. (9 pts.)

presence of counsel	calling of witnesses
notice of charges	cross examination
self-incrimination	cruel and unusual punishments
unreasonable searches and seizures	fair and reasonable decision making

a. Concept Formation

1. _____ 2. _____

3. _____

b. Interpretation of Data

1. _____ 2. _____

3. _____

c. Application

1. _____ 2. _____

3. _____

6. Use the activity analysis model which follows to explore the specific learning potential of "Grab the Bananas" as a learning activity in law-related education. Record your answers opposite the letters in the box on the right. Suggestions for those answers are provided in the strategy components under simulation strategy. (8 pts.)

Simulation Strategy

In the activity "Grab the Bananas" the teacher will have the students use:	→ The cognitive skills of →	a _____ b _____
	→ on data consisting of →	c _____
	→ to develop the concepts of →	d _____ e _____
	→ to make generalizations stating →	f _____
	→ demonstrating a changed attitude →	g _____
	→ about →	h _____
	→ while learning and practicing →	i law-related social science perspectives

7. Write a teacher question that would illustrate each of the following categories of Parson's Schedule "A." (6 pts.)

a. Rhetorical _____

_____

b. Information _____

c. Leading _____

_____

d. Probing _____

_____

e. Other _____

_____

8. Write a teacher response that would illustrate use of Parson's Schedule "B." (4 pts.)

   a. Closure _____

   b. Verbal reward _____

   c. Sustaining _____

   _____

   d. Extending _____

   _____

9. An effective social studies program should enable students to develop certain intellectual, democratic and personal values required in today's changing society. From the list of concepts which follow designate as "A" the implied values that would best be described as intellectual, "B" the values that would best be described as democratic and "C" the values that would best be described as personal. (8 pts.)

   ("A"-Intellectual "B"-Democratic "C"-Personal)

   _____ a. Multi causality
   _____ b. Self worth
   _____ c. Due process
   _____ d. Life adjustment
   _____ f. Search for justice
   _____ g. Deduction
   _____ h. Choice making
   _____ i. Rational consent

10. Some problems and potential dangers of using various approaches to values education are listed below. Match each of the problems with the teaching strategy that is likely to create it. Designate as "A" the problems inherent in the Discrepant Data Approach. Designate as "B" the problems associated with the Public Issues Approach. Designate as "C" the problems associated with the Open-ended Approach. (6 pts.)

    ("A"-Discrepant Data "B"-Controversial Issues "C"-Open-Ended)

    _____ a. May create confusion rather than clarification
    _____ b. May develop excessive interpersonal conflict
    _____ c. May cause a loss of teacher credibility
    _____ d. May develop excessive personal conflict
    _____ e. May lead to excessive polarization of issues
    _____ f. May require more sensitivity than the teacher has

11. Match the teacher responses on the right with the student responses on the left. Use your knowledge of Kohlberg's moral stages to maximize the growth potential of the conflicts listed below. (4 pts.)

    Student Responses

    a _____ I clobbered the kid because he grabbed my comic book. Dad told me to hit anybody who messed around with me.

    1. What you did is dumb. You behaved like a hood. It's not very cool for a boy your age to fight over a comic book. I'm ashamed of you.

11. (cont.)

b _____ I clobbered the kid because he stole my comic book and when I went to get it back he tore it up. That book cost me fifty cents.

c _____ I clobbered the kid because he accused me of stealing his comic book. I'm not a thief and I resent being called one in front of my friends.

d _____ I clobbered the kid because I saw him steal the comic book. When I told him to give it back he pushed me and I hit him in self defense.

2. Anytime you hit another student, no matter who, I'm going to hit you back just as hard.

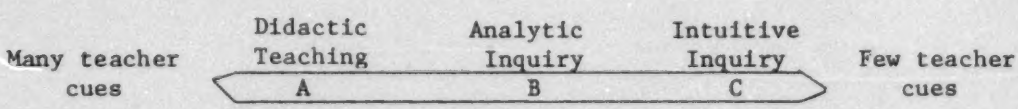
3. Possibly your behavior was justified. This is a question of individual conscience. You must, however, accept any responsibility and costs associated with the choice you made.

4. But next time what if the kid is a gorilla and he breaks your head. That's a lot of pain and expense for a comic book.

5. What gave you the right to take the law into your own hands. You had a legal obligation but you assumed the role of both judge and jury. Your behavior was just as illegal as his.

6. But you denied him due process. If reason can't be used to settle disputes we are just like animals and the law of the jungle prevails.

12. One of the characteristics of effective teaching is the ability to support a given student role orientation with the methodology appropriate to developing that orientation. Use continuum which follows and match one of the three points marked by "A"-Didactic Teaching, "B"-Analytic Inquiry, "C"-Intuitive Inquiry to the appropriate student role orientations listed below. (6 pts.)



_____ a. The Scholarly Man (as authority on the Social Sciences)
_____ b. The Scholarly Man (as investigator of his world)
_____ c. The Public Man (as possessor of Moral truth)
_____ d. The Public Man (as decision maker)
_____ e. The Personal Man (as self adjusted)
_____ f. The Personal Man (a choice Maker)

13. Use the Suchman Model of Inquiry to discuss how each of the components would apply to "Grab the Bananas." (6 pts.)

a. Encounter _____

_____

b. Intake _____

_____

c. Storage _____

_____

d. Motivation _____

_____

e. Action _____

_____

f. Control _____

_____

14. As students progress through a simulation game the teacher's role or teaching behavior will usually change. Describe the type of teaching behavior that might accompany the following stages of a simulation. (3 pts.)

a. While introducing the game _____

_____

b. While the game is in play _____

_____

c. While debriefing the game _____

_____

15. The following are generalizations or themes which might be treated in a secondary social studies program devoted to law-related education. Circle the number of the most appropriate teaching strategy for each generalization or theme. In the space to the right of the alternatives provide a one sentence rationale for your answer. (12 pts.)

a. The bonding and liability requirements associated with starting a motor cycle business.

1. Didactics
2. Simulation
3. Individual Research
4. Deductive Inquiry

Rationale: _____

b. Justice has had more influence on the vocabulary of democracy than it has its practice..

1. Didactics
2. Discrepant Data
3. Problem Solving
4. Individual Research

Rationale: _____

c. The inherent worth and uniqueness of every individual.

1. Didactics
2. Open-ended Approach
3. Problem Solving
4. Diagnostics

Rationale: _____

d. "You the Jury" - A stop action film treating landmark legal decisions relating to the *Bill of Rights*.

1. Discrepant Data
2. Didactics
3. Open-ended Approach
4. Public Issues Approach

Rationale: _____

e. The evolution of law from the time of Hammurabi to the present.

1. Didactics
2. Diagnostics
3. Discrepant Data
4. Inductive Inquiry

Rationale: _____

15. (cont.)

f. An understanding of the causes and dynamics of plea bargaining and the values it promotes.

1. Deductive Inquiry
2. Didactics
3. Open-ended Approach
4. Simulation

Rationale: _____

_____

_____

APPENDIX H

What Is Your EP?

Directions: Each teacher takes to the classroom different experiences, training, insights, abilities, expectations, and intellectual prowess. Philosophy provides one way of organizing these differences into categories that have meaning and that can be treated in a systematic way. Philosophy raises questions which focus attention on broad but important characteristics teachers bring to the classroom and to the curriculum materials used in the classroom. The test which follows will provide an initial experience with self-analysis, and it will key on the central role the individual teacher plays in the instructional process.

A TEST WHICH IDENTIFIES YOUR EDUCATIONAL PHILOSOPHY*

by Patricia D. Jersin

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*Patricia D. Jersin, "What Is Your EP?" Clearing House, January, 1972. Used with permission from Clearing House and the author.

APPENDIX I

IMPLICATIONS

The four answers selected for each of the questions in this multiple-choice test represent positions on educational issues being taken by hypothetical spokesmen from the major educational philosophies heading each column--Progressivism, Perennialism, Essentialism, and Existentialism. If, in scoring your test, you find that a majority of your choices, no matter how much doubling up of answers, falls in a single column, you are selecting a dominant educational philosophy from among the four. For example, if you find your totals: Progressivism (9), Perennialism (1), Essentialism (3), and Existentialism (2); your dominant educational philosophy as determined by this test would be Progressivism (9 out of 15 choices being a majority). If you discover yourself spread rather evenly among several or even all four, this scattering of answers demonstrates an eclectic set of educational values. Indecisiveness in selecting from the four positions could indicate other values and beliefs not contained within one of these major educational systems.

In all formal systems of philosophy, an important measure of the system's validity is its consistency. Your consistency in taking this test can be measured by comparing the answer you selected for item #1 that identifies essences with your other answers. The more of the remaining 10 responses you find in the same column as item #1, the more you should find your responses contradicting one another--a problem inherent in eclecticism. Again, keep in mind, lack of consistency may also be due to valuing another set of educational beliefs, consistent in themselves, but not included as one of the possible systems selected for representation here.

For clarification of the framework of these four major philosophical systems, review each of the sets of responses in the test separately. Further reading and study is suggested. A selected and briefly annotated reading list follows:

Bayles, Ernest E. Pragmatism in Education. New York: Harper and Row, 1966. Pragmatism is the foundation for John Dewey's Experimentalist education philosophy, so dominant in American public education during the 20th Century (the Progressive Category in this test).

Bowyer, Carlton H. Philosophical Perspectives for Education. Glenview, Illinois: Scott Foresman and Company, 1970. A good historical survey of various educational philosophies noting their impact on the present day instructional revolution.

Broudy, H. S. Building a Philosophy of Education. (2nd edition) New York: Prentice-Hall, Inc., 1961. Written by an eminent academic philosopher of education who professes Classical Realism (the Perennialist category in this test).

Belth, Marc. The New World of Education. Boston: 1970. A philosophical analysis of varying concepts in teaching.

Kneller, George F. Existentialism and Education. New York: Wiley and Sons, 1958. Perhaps as close as a non-existentialist will ever come in identifying and explaining this philosophy.

Kneller, George F. Introduction to the Philosophy of Education. New York: Wiley and Sons, 1964. A concise, well-written study of major educational philosophies. Kneller also examines Reconstructionism.

Morris, Van Cleve. Philosophy and The American School. Boston: Houghton Mifflin, 1961. This survey of major philosophies in education includes an especially fine treatment of classical philosophies and an excellent chart linking formal systematic philosophies to their educational counterparts.

Rickover, H. G. Education and Freedom. New York: E. P. Dutton and Company, 1959. An interestingly critical treatment of the American educational system by a non-philosopher who espouses a rather extreme Essentialist position.

Perennialism is the only philosophy that is antithetical to the new social studies. The perennialist philosophy assumes a backward posture, relying on static knowledge and unsupported educational theories. An educated man in today's world must adapt and change and find his security, not in great books of the past or in theories which purport to strengthen the intellect, but in his own ability to search and ferret out of man's exploding knowledge the processes needed to continue learning. The ultimate outcome of any curriculum is the type of individual who emerges as its terminal product.

DIRECTIONS

Using the Tom Classification of Scholarly, Public, and Personal Man, what kind of individual do you seek to develop?

What is your rationale for seeking this type of behavior in students?

The Underground Press

A Case Study

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References

See *Perspectives*, pp. 9-31; 90-111; 131-142.

See *Presenter's* Guide, pp. 49-56; 97-104.

Hear Ye! Hear Ye!

RATIONALE:

There is little evidence that schools and teachers go about deliberately suppressing the Bill of Rights, but there is a great deal of evidence that this very suppression does take place. It is naive to assume that educational institutions have been the guarantor of student rights or its champion. As Walt Kelly said through his comic character Pogo, "we have met the enemy and they is us." The notion that students have rights may be new to some teachers and administrators, but it's not new to the students who are practicing their social science in the courts, rather than in the classroom. Teachers must learn more about the Bill of Rights and the laws covering their own rights and responsibilities as well as those of their students. Teachers must model what they teach and help students understand that individual rights have corresponding responsibilities and that democracy demands participation. Teachers must attack all unreasonable procedures and limitations on students' rights and help formulate school policy which will allow students to practice their social studies in the classroom rather than in the courtroom.

OBJECTIVES:

After playing "The Underground Press", students will be able to:

1. Explore the scope and limits of such substantive legal concepts as authority, participation, freedom and equality.
2. Operationalize these concepts in a realistic school setting involving the type of transactions, due process, responsibility, and diversity that define students' rights and responsibilities.
3. Demonstrate an increased appreciation of adjudication as a peaceful means of settling disputes and of justice as a workable standard for measuring the success or failure of the decisions that are made.

MATERIALS

The setting for the simulation will be established in two accounts of the underground press incident at West High School. One account is written from an administrative point of view and the other from the point of view of the students involved in the controversy. The role-groups in the simulation will prepare legal arguments for their positions on the question: Should the dismissal of the three students involved in the "underground press" controversy be upheld on the specific allegations that they did, in fact, behave in a manner "unbecoming students of West High School?"

CONTENT:

The content of the simulation will be based on the actual school board policies of the students' own district and the state and national law as it relates to students' rights and responsibilities. Each of the roles'-assignments will require that students use the following legal concepts while developing their roles.

Authority	_____	Transactions
Participation	_____	Due Process
Freedom	_____	Responsibility
Equality	_____	Diversity

Simulation Scenario

TEACHING STRATEGY: (A simulation format)

Directions (primary assignment)

Some 14 students should be assigned the roles a week or so before the actual simulated board-hearing. Students should develop their roles based on the general orientation contained in them and on local policy and/or appropriate state statutes which apply to their own school system. The specific hearing format should follow as closely as possible the actual procedure the board uses in such cases.

Simulation (Day 1)

The hearing will involve the advocates in a conflict-resolution situation. The outcome would be the actual judgment made by the School Board on each of the charges. It will also consist of a recommendation, if any, for further legal action outside the jurisdiction of the school board.

Debriefing Inquiry Questions (Day 2)

-How did each of you feel in the roles you had?

-Dropping the roles, how do you feel about the board's decision?

-Was justice served?

-What authority does the school have in limiting such freedoms as speech, press, religion and assembly?

-What standards should determine the limits of these freedoms?

-If you were to formulate a position statement on student rights and responsibilities, what would you include in the statement?

Evaluation (Thirty-minute essay examination)

Assume that a group of senior students wanted to change the school policy as it relates to the long-established smoking policy of the school. The question being addressed is: To what extent should the smoking privileges for teachers be extended to students, particularly as they relate to students who have reached their 18th birthdays. In addressing this issue, answer the following questions:

1. What body would have authority to make such a change in the smoking policy?
2. What influence groups would need to be considered before making the change?
3. What legal issues might be based in support of a new policy change?
4. What new policy could be devised providing equal treatment of students but at the same time:
   a. preserving the legal constraints that young students (ninth graders) may not purchase or consume tobacco.
   b. preserving the rights of non-smokers to a healthy and clean environment.

The Underground P

Of Student Roles a

The Issue Before the Board

For the Defendants

WEST HIGH SCHOOL
Jefferson School District 390
Jefferson City, Iowa
Mr. Edward Jones
Principal - West High
School

April 20, 1975

Dear Members of the Board:

This letter is in response to school board policy which requires school administrators to justify action which leads to expulsion of students with no provision for readmission. On April 14, 1975, James Green, Marcia Hopkins and Stan Reed were expelled from school for conduct unbecoming a student at West High School. The three students, all formerly members of the student newspaper staff, turned their backs on the legitimate school newspaper and printed and disseminated the first and last edition of their so-called "Underground Press." In the process of preparing, printing and disseminating this edition, the students committed the following acts unbecoming of students at our school:

1. The edition was made with stencils taken from the student newspaper office, by mimeograph machines used without permission and on paper stolen from the school office.

2. The edition contained scurrilous and untrue accounts of the principal's sex life. The edition featured a rating system of the instructional staff made up of criteria that was abusive and obscene and not appropriate to any standards of good teaching. The edition called for a revision of the grading system drawing a preposterous analogy between our grading system and the way Nazism undertook its extermination policy during World War II. The issue featured a letter to the editor by Marcia Hopkins, urging students to boycott the school lunch program as a protest against the allegedly "horrible food" that is "not fit for human consumption."

3. While distributing the paper, Stan Reed stood in front of the cafeteria door and caused such a commotion that many of the students were late for class. While in class, the students read the paper, causing further disruption by reacting to the scandalous and libelous material contained in the paper.

In light of the above acts, we inform you of our action in summarily expelling these three students from school; and we urge that you sustain our action and exclude these students from any future involvement in school affairs.

Respectfully yours,

For the Plaintiffs

Jefferson City Dispatch, April 21, 1975

To the Editor:

As students of West High School, we feel we have been denied our right of freedom of the press as specified in the First Amendment of the Bill of Rights. Our expulsion from school, without a hearing, came as a result of printing our own student paper because we couldn't get our message across using the regular school channels. We have been charged with the following "crimes" and our purpose in writing this letter is to answer the charges made against us.

1. We will admit that we used school materials and equipment to publish the paper, but the materials were not stolen. At the beginning of the year, the members of the Journalism Club raised funds themselves to purchase the paper and stencils. The machine is school property and therefore it belongs to the taxpayers who should be able to use it in any way they want.

2. In reference to the charge of defamation or libel, we stand behind what we print. The fact that Mr. Jones has recently been divorced should attest to the truth of what was written about his sex life. Our rating system of teachers was praised by most of the staff and only those who got a poor rating have complained. The kids at West hate the grading system and most of them agree with our statements about it. The same is true of the terrible service in the school cafeteria. Anyway, kids were only asked to boycott the food and no one took away their choice of eating or not eating at the cafeteria.

3. We did distribute the paper during lunch hour but if any kids were late to class it was because they were mad at the school for treating them so badly. All we did was print the truth.

It is disturbing to be denied our right to print the truth. It is even more disturbing, however, to be denied an education for standing up for what we believe.

Jim Greene
Stan Reed
Marcia Hopkins

ress: A Case Study

nd Responsibilities

Roles and Viewpoints

Mrs. Emily Southcomb (Board President), Seven Member School Board

The board was a little upset by the principal's letter summarily dismissing the students without a hearing. Because of the recent case of Gross vs. Lopez (43 LW 418A) the board has decided to grant a hearing in one week to the offending students. The notice of charges (the Principal's letter) was sent to each of the students on April 21, 1975, and they were given the right to be represented by an attorney. Our task before the board meeting will be to determine the Board's authority over each of the charges and during the meeting to rule on only the charges and transactions that fall under our jurisdiction. The responsibility for any criminal action growing out of the case will be turned over to Mr. James, the school attorney, for possible civil litigation. Our primary responsibility is to the people of Jefferson City who elected us and in their name to make sure the school administrators and the students involved in the conflict get a just and open hearing.

Mr. Otto James (The School Board Attorney)

You are very concerned that the school board is legally covered in any actions related to the controversy. You want to make sure the Board is advised of what rights of participation are guaranteed by the Constitution as articulated in cases like Tinker vs. Des Moines 393 U.S. 503 (1969) and by West Virginia vs. Barnette 319 U.S. 624 (1943). You are also concerned that students are given due process so that the Board is protected in cases like Goss vs. Lopez (43 LW 4181) and Wood vs. Strickland 73-1285. You are equally concerned, however, that the students are made accountable for any legal transgressions that accompanied the publication of their newspaper. This is particularly true of their possible libel case concerning the good name of Mr. Jones, West High Principal.

Ms. Roberta Apple (ACLU Attorney for the Students)

You feel it is unfortunate that the students wrote the letter to the editor admitting public guilt for their actions. You hope that you can defuse any criminal action against the students and get them back into school. The real issue for you is one of student freedom and the misuse of terms like "behavior unbecoming students of West High School." Do students leave their rights at the school house door? You think not and you want the hearing to spell out the rights the students have. You personally feel that the students may not have acted responsibly in some of their behavior but you don't want that to cloud the real issue of student rights raised by the students. Shanley vs. Northeast Independent School District, 4G2 F. 2d960 (5th Cir. 1972) is a lower federal court case dealing with students right to prepare, distribute and sell literature such as "underground" newspapers.

The students (Jim - Stan - Marcia)

You may be called to testify in the hearing so you want to work with Ms. Apple and help her in any way you can. You are particularly concerned about student equality and that the school will protect the diversity of ideas even when the ideas are unpopular. You are also concerned about receiving a fair hearing so you want to be sure of school board procedure in cases like this. You want to clarify the school position on student rights and responsibilities preventing any possible retaliation against you once your're back in school.

The Administration (Mr. Jones & Mr. Allan)

You (Mr. Jones) are in a dilemma between dislike of the student behavior surrounding the underground paper and your professional responsibility of providing the best education possible for the students of Jefferson City. You are very upset with the personal attack made on you and you want a public apology or redress in the civil courts.

You (Mr. Allan) want to back up your administration and set an example for all of the students that irresponsible student behavior will not be tolerated in the district. On the other hand, you want to work out the conflict in a lawful and speedy way so that the school district can get on with the business of education.

	PROS	CONS
BOARD		
STUDENTS		

Your Decision and Opinion